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ABSTRACT

This curriculum guide is designed to assist teachers in using such innovative techniques in the new social studies as concept teaching and inquiry with below average students. It is divided into two non-sequential semesters. Each of eleven units emphasize a single concept, in economics: 1) consumption, consumer purchasing, credit, deception, budget; 2) economic systems; 3) scarcity; 4) distribution; 5) resources; 6) independence; and in political science: 7) government; 8) leadership; 9) decision making; 10) citizenship; and, 11) conflict. The lessons within these units include: 1) several major understandings; 2) supportive content; 3) key questions; and, 4) learning activities. Several techniques are used in the activities: student research, interviewing, field trips, library and resource utilization, chart and map work, guest speakers, role-playing, skits, simulation, discussion and debate, story writing, speech-making, and oral reporting. The multimedia listings include: political cartoons, newspapers and magazines, commercial radio and television, books, case studies, resource people, sociograms, art, games, audiovisual materials, bulletin boards, and scrapbooks. This is classified as one of several "stop-gap curriculums" by the Center with 5 two-week units, 4 three-week units, 4 one-week units, and only 1 four-week unit. (SBE)

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COOPERATIVE CURRICULUM SERVICE CENTER (ESEA - TITLE III)
Serving Caroline, Kent, Queen Anne's, and Talbot Counties, Maryland

POLITICAL AND ECONOMIC BEHAVIOR OF MAN: A COURSE OF STUDY

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Forward

Commercial programs for various grade and ability levels have been adopted by the four counties. However, packages meeting the needs of all levels in all counties are as yet unavailable. So that each grade may up date its social studies offering, "stop-gap" programs in selected content areas have been developed by the Service Center, cooperating with the four counties.

It is important to emphasize that these "stop-gap" curriculums are only tentative offerings until appropriate commercial programs are available.

At the same time, these offerings should prove extremely valuable in aiding teachers to utilize such up dated trends in the new social studies as concepts and inquiry, since these trends are emphasized in these "stop-gap" curriculums.

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Overview

This curriculum guide Political and Economic Behavior of Man is organized into two semesters and eleven units. Although the first semester's work is political science and the second is economics, it is possible to reverse this order if instructional materials dictate.

Each unit is organized around a single concept and is divided into "Lessons". These lessons may well constitute more than a single day's or period's work. They only place the material into smaller, more teachable segments. Each lesson is divided into 1) several major understandings, 2) supporting content, 3) key questions, and 4) learning activities. In that, this is a guide for teachers, all the understandings, content, and learning activities can not be utilized.

This curriculum has been designed for below average students. Therefore, the resource materials (at the end of each unit) are multimedia listings, since these types of students often have reading problems.

Suggested Time Allocations

First Semester - Political Behavior of Man		15 weeks
Unit I	Government	2 weeks
Unit II	Leadership	3 weeks
Unit III	Decision Making	3 weeks
Unit IV	Citizenship	3 weeks
Unit V	Conflict	4 weeks
Second Semester - Economic Behavior of Man		15 weeks
Unit VI	Consumption	
	a. Consumer Purchasing	1 week
	b. Credit	2 weeks
	c. Deception	1 week
	d. Budget	1 week
Unit VII	Economic Systems	2 weeks
Unit VIII	Scarcity	2 weeks
Unit IX	Distribution	2 weeks
Unit X	Resources	3 weeks
Unit XI	Independence	1 week

Semester One

The Political Behavior of Man

Unit I - Government

Introduction

Concept	Major Understandings	Key Question
Government (This is the major concept for all of the lessons in Unit I.)	1. Governments are organized to regulate interactions among people. 2. American government is based on a democratic hertiage. 3. Governments serve many functions -- both as master and servant. 4. Governments exist to make decisions about all matters vital to the people governed. 5. The framework of the American government is provided by the Constitution. 6. Governments must adjust to the needs and desires of the people governed if they are to continue to exist. 7. Governments give order to man's existence. 8. Governments are a reflection of a society's value system. 9. The greater the power exercised by a government, the less the freedom of the people governed.	1. What is government? 2. Why are governments necessary? 3. How are governments classified? 4. What are the major characteristics of government? 5. How do governments serve the people? 6. How do governments regulate interactions among people? 7. What factors have influenced the development of American government? 8. How is American government organized? 9. How do democratic and totalitarian governments differ?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Governments are organized to regulate interactions among groups	1. What is government?
A. Government is an instrument created by people to: 1. Accomplish the goals of a society 2. Reconcile conflicting interests within a society 3. Improve human relations	
B. Government is a complex of institutions which, together, embody the ideals, feelings, values, and attitudes of the people governed.	

Learning Activities

A. Listing - Make a list of the things that you believe should be included in a study of government. Compare these with other members of the class.

B. Free flow speech - Give a short speech orally supporting your ideas.

C. Interviews - Talk to your mayor or town council or the county commissioners to see what they believe that government is.

D. Dictionary work - Look up the origins of the word government and find out who introduced the term, what the original meaning was, how it has been modified and whether the full word can be broken down into different meanings.

E. Library use and theme writing - Write a short theme on the topic "What is government?" after consulting references in the school library or resources located in the classroom.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. Governments are organized to regulate interactions among groups. A. Governments exist so people can work together to solve their problems. B. Governments provide a means by which people achieve benefits which they could not realize alone. C. Governments exist to make decisions which will regulate societies. D. Governments exist to protect the rights and privileges of individuals. E. Governments provide social stability and facilitate the advancement of societies.	1. Why are governments necessary?

Learning Activities

A. Role Playing - Take a situation similar to William Golding's Lord of the Flies. Pretend you are one of several teenagers stranded on an island by a shipwreck. Write a short story as to what you think the group would do, and why if they were going to be stranded a long time.

B. Panel Discussion - Give your observations as to what the world would be like without any government and especially what would happen to the individual.

C. Interview - Interview your mayor, councilmen, county commissioners and report to the class their opinions as to why governments are necessary. This could be combined with the interviews in Part I.

D. Debate - Hold a debate on the topic, "It is impossible for anarchy to exist in the world today."

E. Cartoons and bulletin board - Draw cartoons similar to political cartoons found in the news media. Label the captions anarchy. Select the best and make a bulletin board entitled, "Why are governments necessary?".

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. The greater the power exercised by a government, the less freedom of the people.	1. How are governments classified?
2. The framework of the American government is provided by the Constitution.	
A. Categories based on leadership and who exercises political powers: 1. Monarchy 2. Oligarchy 3. Autocracy 4. Democracy	2. What are the major characteristics of government?
B. Categories based on philosophical differences 1. Democratic 2. Totalitarian	
C. Categories based on power and role of central power 1. Unitary - country, with one level of government 2. Confederation - A country in which the central authority exercises less power than member states of the conferation. 3. Federal - country in which powers of government are divided among different levels of government.	
Major characteristics of governments	
A. Anarchy 1. No real government exists at all 2. Each individual makes his own rules and decisions	

Lesson 3 (Continued)

Major Understandings and Supporting Content	Key Questions
B. Monarchy	
1. Inherited rule	
2. The real decision-making power may rest in the hands of the monarch or a legislative body·	
C. Oligarchy	
1. Rule by a few individuals	
2. The government is usually totalitarian.	
D. Autocracy	
1. Rule by a specific class of people	
2. Usually aristocrats or nobles	
3. The government is totalitarian	
E. Dictatorship	
1. One man usually rules	
2. The government is always totalitarian	
F. Democracy	
1. Rule by many individuals	
2. Representative government by elected officials	
3. The individual has more freedom under democracy than other types usually.	

Learning Activities

A. Oral reports - Go to the library and research the following topics:
   1. Monarchy
   2. Autocracy
   3. Oligarchy
   4. Democracy
   5. Dictatorship

   Report to the class on the characteristics of one.

B. Chart instruction - Make a chart with headings from the types of governments. List the chief characteristics of each under each type.

C. Role Playing - Write a T.V. skit and act it out. One of the following:
   1. Monarchy - a monarch is telling the people how he feels their petition of grievances should be resolved.
   2. Oligarchy - a group of military leaders wéighing the pros and cons of going to war with a neighboring country.
   3. Autocracy - a group of feudal knights are having a roundtable discussion about how to get the serfs to produce more grain.
   4. Dictatorship - the dictator is making a speech to the citizens about what is best for the country.
   5. Democracy - a group of New Englanders are having a town meeting.

D. Scrapbook - Make and continue through for the government unit a scrapbook with illustrations and pictures labeled under the following headings. Pictures from Life, Look, Time, News Week, U.S. News and World Reports, Mankind and other magazines.
   1. Monarchy
   2. Oligarchy
   3. Autocracy
   4. Dictatorship
   5. Democracy

Learning Activities

This activity could also be used to demonstrate the choice of government of different countries and their citizens.

E. Map Work - (Wall Mural)
  (1) Make a color scheme to fit each separate classification of government, i.e., red for dictatorship, blue for democracy. Color in the representative color for major countries and areas in the world today.
  (2) Do the same as the above and make each color representative government on a transparency overlay.

Major Understandings and Supporting Content	Key Questions
1. Governments exist to make decisions about all matters vital to the people. 2. Governments give order to man's existence. A. Federal government 1. consumer protection 2. medical care 3. conservation 4. national security 5. housing 6. money and credit 7. post office 8. public works 9. weights and measures 10. administration of justice B. State governments 1. Education 2. Public health 3. Highway construction and maintenance 4. Conservation 5. Prevention and correction of crime 6. Recreation 7. Welfare C. Local 1. Education 2. Sanitation 3. Police and fire protection 4. Street and road maintenance 5. Recreation 6. Welfare	1. How do governments serve the people?

Lesson 4 (Continued)

Major Understandings and Supporting Content	Key Questions

D. County government
- 1. Organization
    - a. Home rule counties
        - (1) Examples: Baltimore, Anne Arundel, Montgomery, [illegible] Wicomico
        - (2) County Executive, County Council and Board of Appeals
    - b. Non-Home Rule
        - (1) Examples: Kent, Caroline, Talbot
        - (2) County Commissioner
        - (3) Local legislation enacted by state legislature
- 2. Function and services of county governments
    - a. Preservation of law and order
    - b. Issuance of licenses and permits
    - c. Record keeping
        - (1) Mortgages and deeds
        - (2) Marriage
        - (3) Births
    - d. Aid to poor and aged
    - e. Relief and welfare
    - f. Roads and highways
    - g. Education
    - h. Health services
    - i. Supervision of elections
    - j. Collection of taxes
    - k. zonings and planning
    - l. Development of public utility companies
    - m. Fire protection
    - n. Libraries
    - o. Economic development

Learning Activities

A. Mock Town and its people - Have students select one of the following town officials. This can be done by printing the titles or offices on different cards and having the students choose one. These could be swapped or traded or assigned. Each official would tell the class how he serves the people. People living in the town could be locally state or nationally employed. These could also be divided as to the three government levels.

1. Policeman
2. Fireman
3. Hospital director
4. Public health nurse
5. Sanitation worker
6. Teacher- High school principal
7. Employment office director
8. Sheriff
9. Justice of the Peace - Judge
10. Probation officer
11. Agricultural agent
12. Social Security director
13. Government lawyer (State's Attorney, D.A.)
14. County roads builder

B. Listing and story writing - Make a list of all government services that you come into contact with on an ordinary day, or on your way to school. After you finish your list write a short story about your contact with these services.

C. Diary - Keep a record each day of the different government services you come into contact with and add to it as you progress through the unit.

D. Guest speakers - Individuals may come to tell students the scope of government services. Examples would be:

1. Mayor or town councilman
2. County commissioner
3. State congressman or senator
4. Almost any government official could talk about his own specialized area

E. Phone Book (Directory listing) - Get several phone books from the local telephone office. In group work pick out as many different government services as is possible for students to find. If you desire to, these services could be categorized as local, state, national, direct, indirect, etc.

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. Governments serve many functions - both servant and master. **A. Government has become more authoralative and regulatory as society becomes more complex** **B. Regulations inaugurated by government** **1. Collective bargaining** **2. Social Security** **3. Pure food and drug** **4. Wages and hours** **5. Employment practices** **6. Patents and copyrights** **7. Censorship** **8. Voting** **9. Firearms and weapons** **10. Federal Reserve System** **11. Taxation and income** **12. Price controls** **13. Business and manufacturing** **14. Travel** **15. Communication** **16. Precious metal and mineral ownership**	

Lesson 5

Learning Activities

A. Field trip - to show students various governmental functions. Go to one or more of the following places:
   1. A prison or reformatory
   2. A pharmateutical house - pure food and drug
   3. Custom House - Baltimore - pure food and drug goods coming in from other countries
   4. State Department in Washington - passports and travel
   5. Bureau of Printing and Engraving - Money
   6. Philadelphia Mint - Money
   7. FBI headquarters, Washington, D.C. - law enforcement
   8. Dept. of Commerce - weights and measures, consumer protection
   9. Dept. of Labor - employment practices
   10. Justice Department - equal opportunity

B. Debates - Have students debate the following topic "Government today has become too regulatory".

C. Panel Discussion or Roundtable discussion - "How much does government regulation enter our lives?" Take this topic and have guests from many works of life participate in the panel discussion.
   1. Banker
   2. Radio announcer
   3. Importer
   4. Tax collector
   5. Small businessman
   6. Union leader or member
   7. Social Security agent
   8. Attorney
   9. Travel agent

D. Guest speakers - The above list could be used as an individual guest speaker on government regulation in his particular field.

E. Time line and chart - Make a listing and beginning date for the independent regulatory agencies. Students should see that as society becomes more complex regulatory agencies and requirements increase faster and faster.

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. American government is based on a democratic heritage. 2. Governments are a reflection of a society's value system. A. Ancient world 1. Judueo- Christian tradition a. Individual worth b. Concept of higher law than that of man 2. Greece a. Government powers belong to citizens b. Selection of public officials by voting 3. Rome a. Justinean code - keynoted justice b. Government by majority rule c. Creation of republican institutions B. Europe 1. The Reformation a. Government should reflect Christian ethics b. Concepts of separation of church and state 2. France a. Rousseau - government reflects will of people (Social Contract) b. Montesqieu - separation of powers, checks and balances 3. England a. Locke - right of man to choose own ruler b. Limitations in powers of the state (1) Magna Carta (1215) (2) Petition of Rights (1628) (3) English Bill of Rights (1688)	1. What factors have influenced the development of American government?

Lesson 6 (Continued)

Major Understandings and Supporting Content	Key Questions

- C. Colonial America
  - 1. Mayflower Compact
    - a. majority rule
    - b. Government in interest of general welfare
  - 2. Colonial Charters
    - a. most democratic of all colonies
    - b. right to govern given to the people
    - c. charters become state constitutions
  - 3. Fundamental Orders of Connecticut -- First written constitution in America
  - 4. Declaration of Independence (1776)
    - a. Concept of unalienable rights
    - b. Governments derive power from consent of the governed
- D. United States of America
  - 1. Articles of Confederation (1781)
    - a. Established a weak form of government
    - b. Set later ideas because of these weaknesses
  - 2. The U.S. Constitution
    - a. Organization of a federation - a stronger government
    - b. Separation of powers
      - (1) National and state
      - (2) Legislative, executive, and judicial
    - c. Checks and Balances system
    - d. The Constitution is a "living constitution"
      - (1) Ammenendment Process
      - (2) Interpretation - many parts are not specific

Lesson 6 (Continued)

Major Understandings and Supporting Content	Key Questions
3. Philosophies of Great Americans a. George Washington (1) Union is the main prop of liberty (2) Political parties are a threat to unity (3) No entangling foreign alliances - Isolationism b. Alexander Hamilton (1) Strong central government as far removed from people as possible (2) Government by the wealthy (3) Distrust of the common people (4) Favored establishment of a national bank c. Thomas Jefferson (1) Government should be as close to the people as possible (2) Favored interest of farmers (3) Believed in popular education (4) Believed in right of ordinary people to participate in government	

Learning Activities

A. Bulletin board - Make a montage with pictures from Life, Mankind, Look and other magazines showing pictures of early American government and early American government leaders. This will stimulate students interest in early government background.

B. Role Playing - Write and act out a skit on the development of the "Mayflower Compact." Pretend you are one of the Pilgrims and stress the ideas and principle you feel the document should include.

C. Time capsule - Have different students select one of the following, personage and explain to the class his idea of government and this development.

1. Rousseau
2. Montesqieu
3. Washington
4. Hamilton
5. Jefferson
6. Locke

D. Role Playing (Debate) - You are one of the members of the Constitutional Convention. Debate the question of a confederal vs. a federal government.

E. Constitutional concept development - Have students write a constitution for a club in school or have them look over their Student Government Constitution and compare it with their national, state, or club constitution.

Lesson 7

Major Understandings and Supporting Content

1. Governments must adjust to the needs and desires of those governed if they are to continue to exist.
   - A. Functions of the federal government
     - 1. Form a more perfect union
     - 2. Establish justice
     - 3. Provide for common defense
     - 4. Insure domestic tranquility
     - 5. Promote general welfare
     - 6. Secure blessings of liberty
   - B. Structure of federal government
     - 1. Legislature--Law Making--Congress
       - a. Senate -- two representatives from each state, elected every six years
       - b. House of Representatives - representatives from each state determined by population, elected every two years.
     - 2. Executive--enforces laws--President and his cabinet
       - a. President--serves as chief executive, elected every four years
       - b. Cabinet--appointed by president to advise him
     - 3. Judicial--interprets the laws
       - a. Supreme Court
         - (1) Eight justices and one chief justice
         - (2) Presidential appointees confirmed by Senate
         - (3) Tenure--good behavior
       - b. Lower courts
         - (1) Court of appeals 11
         - (2) District courts (88 federal districts--some have more than one District court)
         - (3) Special courts - tax, patent, customs

Key Questions

1. How is the American government organized?

Major Understandings and Supporting Content	Key Questions

- c. Legislative - General Assembly
  - (1) Composed of
    - (a) House of Delegates (123 members) based on population
    - (b) Senate (29 members) based on one from each county, 6 from Baltimore City
  - (2) Meets 90 days in odd numbered years, 30 days in even numbered years
  - (3) Organized on committee bases
    - (a) Standing committees
    - (b) Select committees - deal with special matter usually pertaining to affairs of one single county
    - (c) Joint conference committees
- d. Judiciary
  - (1) Court of Appeals (5 judges) -- hears cases on appeal from courts of counties and city
  - (2) Judicial officials
    - (a) Attorney General - elected for four years, acts as prosecuting attorney, supervises legal business
    - (b) State's attorney
    - (c) Sheriff

Major Understandings and Supporting Content	Key Question

- C. Organization of State Government
  - 1. Constitution
    - a. Adopted in 1867
    - b. Amended frequently by the general assembly
      - (1) 3/5 vote of members of both houses
      - (2) majority vote of electorate in general election
    - c. Includes provisions for
      - (1) Declaration of Rights
        - (a) Government derived from people
        - (b) Supremacy of U.S. Constitution recognized
        - (c) Individual rights protected
      - (2) Frame of government
        - (a) Voting and elections
        - (b) Departments
        - (c) Duties and responsibilities of office holders
        - (d) Functions of General Assembly
  - 2. Organization of government
    - a. Executive -- headed by governor
      - (1) Holds office for four year term
      - (2) Limited to two consecutive terms
      - (3) Earns annual salary
      - (4) Succeeded by
        - (a) President of Senate
        - (b) Speaker of House
      - (5) Granted powers to
        - (a) Appoint officials
        - (b) Supervision of board
        - (c) Call out militia
        - (d) Assumes responsibility for budget
        - (e) Initiates legislation
        - (f) Vetos legislation when necessary
        - (g) Appoints judges of minor courts
        - (h) Grants reprieves and pardons

Learning Activities

A. Prepare a bulletin board showing differences between Articles of Confederation and Constitution.

B. Mock Government - Class assume roles of congressmen, President and Supreme Court Justices - Trace a bill from its origin to the Supremem Court e.g. lowering of the voting age.

C. Make a comparison chart of powers and restrictions of the Maryland government to that of Delaware

D. Panel discussion after group research on the unique characteristics of American government.

E. Editorials on whether or not the flexibilities within our Constitution are necessary.

F. Guest speaker on County Government

G. Game of "I guess" example powers of various branches and identify them.

H. Make movie of County government in action.

Lesson 8

Major Understandings and Supporting Content	Key Questions
1. American government is based on a democratic heritage. 2. The framework of the American government is provided by the Constitution. 3. Governments are a reflection of a society's value system. E. Unique characteristics of American government 1. Government is organized into three branches to provide a system of checks and balance a. Authority of the president to veto bills b. Congressional authority to override veto with 2/3 vote c. Senate approval of appointments and treaties made by president d. Life tenure for federal judges subject to impeachment by Congress e. Presidential appointments of federal judges subject to Senate approval F. Flexibility of structure 1. Details of powers granted in Constitution are left to Congress -- makes laws 2. Adaptable to changing customs and needs 3. Judicial interpretation vary with the times 4. Extent to which president will exercise his powers left to the man in office	1. How is the organization of American government unique?

Learning Activities

A. To introduce lesson show transparency overlays of a tricycle - one wheel at a time, each representing the three branches of government, overlay #4 show the steering bars and driver. Discuss what drives the American government? (Constitution)

B. Have students construct or obtain charts showing our system of checks and balances.

C. Obtain examples of pros and cons of recent supreme court decisions and compare to former decisions or courses of action. Discuss why such is possible.

Lesson 9

Major Understandings and Supporting Content	Key Questions
1. The greater the power exercised by a government, the less the freedom of the people governed. 2. American government is based on a democratic heritage.	1. How do democratic and totalitarian governments differ?
A. General characteristics of democratic governments 1. Endeavors to provide a social environment of maximum freedom 2. Applies controls on individuals when necessary to assure maximum freedom for all 3. Subordinates the state to the "general welfare" 4. Ruled by representatives elected by the people 5. Encourages rational discussion by an informed and enlightened citieary 6. Seeks to provide maximum opportunity for personal self-development and individual liberty	
B. General characteristics of Totalitarian governments 1. Attempts to regulate economic, political, and religious aspects of man's life 2. Recognizes no rule of law to limit or restrict its activities 3. Endeavors to maintain the maximum power of the state 4. Subordinates individual freedoms to state interests 5. Promises distant goals to insure obedience	

Learning Activities

A. Have students list all the characteristics they feel a democratic government possesses.
   - a totalitarian.

B. Define necessary terms with concrete examples for each type (Nazi Germany, U.S.S.R., etc.)

C. Have students analysis films of filmstrips or other available reference to validate their list of characteristics.

D. Collections and analysis of political new items from both types of government might be completed and discussed.

E. Have students form conclusions as to the differences between these two types of government.

Unit I

Instructional Materials

Films - Caroline County

"Democracy at Work" - Emphasizes individual freedom and respect for rights of others

"By and For The People" - Explains how the government benefit people in all areas of life.

"Equality Before the Law" - Discussion of equality before the law in a democracy

"Our Congress" - Coronet - this film is in Kent County

Filmstrips - Kent County

"The Growth of Democracy in Ancient Greece"

"The Growth of Democracy in Ancient Rome" Encyclopedia

"The Growth of Democracy in Great Britain" Britanica

"The Growth of Democracy in the U.S.

"Writing the Constitution"

"The Honorable Court: A Special Report" - Supreme court constitutional interpretation

"The Vice Presidency in Action and Evolution" - Guidance Associates

Records

"The Invention of the Presidency" - American Heritage - Kent County

"1776" - Musical - Tape of album in Talbot County

Unit II - Political Leadership

Introduction

Concept	Major Understandings	Key Questions
Leadership (This is the concept for the entire second unit.)	1. Different political tasks require leaders with different characteristics. 2. A political leader must be capable of compromise. 3. Leaders in a democratic society must keep in touch with and be responsive to the demands of the people. 4. Leaders in a democratic society are restrained from abusing their powers by the existence of opposing political parties. 5. Many factors influence the election of a leader in a democracy. 6. Political leaders in a democracy do not necessarily have to rise through the ranks. 7. Interest groups, by design or accident, influence the selections of leaders. 8. In a democracy, there is a set of rules for removing and/or replacing leaders. 9. Leaders frequently have two sets of characteristics, one set to obtain power, another set to do the job required. 10. Mass media plays a major role in the selection of leaders.	1. Who is a leader? 2. How do leaders acquire power? 3. How are leaders selected? 4. How are the powers of leaders limited? 5. What are the basic characteristics of leadership? 6. How do leaders differ from those they lead? 7. What happens when leaders exceed their authority? 8. How do leaders keep in contact with their supports?

Introductory Lesson

Major Understandings and Supporting Content	Key Questions
NONE MOTIVATIONAL ACTIVITY	NONE

Learning Activities

An introductory activity of the type following might be used to promote interest prior to introducing the unit.
Have each student list the alphabet on 26 lines, and having completed that, they should compose a sentence and put each letter beside the letters of the alphabet as far as they go. The sentence may be used over, or a new one made up if necessary to finish the alphabet. The resultant two letters on each line will be used as clues to determine the name of an important personage.. Example: Have each student list the alphabet.

Each famous name is worth 5 points. If no one else used the name, 5 additional points. Names using XYZ are worth 5 additional points. Political names are to receive a bonus of 5 points.

A H - Alexander Hamilton
B A - Aaron Burr
C V
D E
E E
F A
G C
H H
I S
J T
K U
L D
M E
N N
O T
P L
Q I

R

R S
S T
T T
U H
V E
W A
X L
Y P
Z H

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Different political tasks require leaders with different characteristics. A. Definition 1. Role of leaders is defined by the nature of the political system 2. Individuals who are given or assume major roles in making political decisions. B. Types of political leaders in the United States 1. Elected officials - President, Governor, Congressman, mayors, city councilman, county commissioners. 2. Appointed officials a. Civil Service b. Party Affilation c. Special talents 3. Political theorists who analyze and interpret political actions 4. Behind the scenes manipulators	1. Who is a leader?

Learning Activities

A. Cartoons - Bring in a selection of political cartoons to show the prominent place of leaders - American life. Encourage pupils to draw similar cartoons to illustrate this.

B. Chart or Time Line - A committee of students may prepare a chronological chart showing the rise of great leaders in America listing under each the qualities they feel made them great.

C. Survey - Have a committee of students survey the class as to political parties (affiliation) of both students and parents, and those that they consider to be leaders.

D. Resource Person - Have one of the following come to the classroom.

1. Member state central committee
2. County commissioners
3. Town official
4. School superintendent
5. Principal

E. Debate - Have students debate "What is a leader?"

F. Book Reports - Have each student do a short book report on an individual they consider to be a leader.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. Many factors influence the election of a leader in a democracy. 2. Mass media plays a major role in the selection of leaders. A. Constitutional means 1. Specific powers granted to public offices 2. Voters select men to fill offices 3. Elected officials delegate powers to appointed officials B. Control and utilization of mass media C. Military power D. Economic power E. Heritary rank	1. How do leaders acquire power?

Learning Activities

A. Listing - Have students make a list of boys whom they consider to be leaders, and do the same for the girls. Do the same for office holders on a local, state, and federal level. Are there outstanding differences in the way they obtained and retain their office? For example, sex differences.

B. Resource Person - Invite a business and/or military leader to speak to the class concerning his experiences.

C. Role Playing - Select students to act out a play in which one student will come to assume the role of leader, and the others as followers. What qualities did he show that enabled him to attain his position?

D. Reports - Make reports on government leaders that are considered to be strong and show why they are considered to be strong.

E. Reading - Have students read and discuss the first two chapters in Fenton's Comparative Political Systems: An Inquiry Approach.

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. A political leader must be capable of compromise. 2. Political leaders in a democracy do not necessarily have to rise through the ranks. 3. Interest groups influence the selections of leaders; as does mass media.	1. How are leaders selected?
A. Democratic countries 1. Political parties select candidates by a. Self announcement b. Petition c. Caucus d. Conventions e. Direct primaries 2. Elected officials appoint advisor 3. Acceptable performance of assigned tasks 4. Pleasing superiors 5. Demonstration of ability B. Totalitarian countries (Soviet Union) 1. Rise through party ranks 2. Demonstration of particular skills and party loyalty 3. Win of people has slight impact 4. Major leaders selected by Secretarit and Presiduin 5. One party system	2. How does the selection of leaders differ in democratic and totalitarian nations?

Learning Activities

A. Cartoons - Bring in a selection of cartoons to show the effect of political parties on the selection of leaders. Have students draw similar cartoons.

B. Art Projects - Election posters may be prepared and displayed in the classroom. (Be sure that all parties receive equal consideration)

C. Book Report - Have students do a short book report on the elections of the most recent and important political leaders.

D. Mock Election - Hold a mock election with speeches, posters, and campaigning.

E. Group Projects - Groups may gather information and report on
   1. Qualifications for voting in Maryland
   2. Literacy tests
   3. Voting age
   4. Third parties
   5. Which party won in the recent, local, state, federal

F. Recordings - Listen to the campaign speeches of the more recent candidates, LBJ, JFK, RM Nixon

G. Map work - Use an outline map of the USA to show the effects of party leadership in the states, and its effect on the National elections.

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. Leaders in a democratic society are restrained from abusing their powers by the existence of opposing political parties. A. Democratic countries 1. Constitutional limits 2. Tradition 3. Available resources 4. Public opinion 5. Previous committments B. Totalitarian countries 1. Economic demands 2. Party loyalty 3. Limited resources	1. How are the powers of leaders limited? In a democracy? In a totalitarian country?

Learning Activities

A. Chart - Have students prepare a chart on how their senator or representative voted in the last congress or important legislation.

B. Reports - Have students report on the lobbist system.

C. Resource Person - Invite an elected official to talk on the topic.

D. Debate - Resolved "a good leaders power is unlimited".

E. Composition - "Why should the power of leaders be limited?"

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. A political leader must be capable of compromise. 2. Leaders frequently have two sets of characteristics - one set to obtain power and another to do the job required. A. Democratic countries 1. Self-confidence and self-restraint 2. Ability to compromise 3. Political skills 4. Knowledge of issues 5. Intellectual capacity 6. Willingness to make decisions 7. Ability to inspire others 8. Ability to adjust to changing situations B. Totalitarian countries 1. Member of politburo 2. Strong initiative 3. Personal support of political superiors 4. Ability to keep political factors in line	1. What are the characteristics of leadership? In a democracy? In totalitarian countries?

Learning Activities

A. Reports - Have students make short reports on what aspects cause some men to become leaders. i.e. Napoleon, Hitler, Mussoline, Kennedy, Statin, Khruschev, Mas-Tse-Tung.

B. Records - Have class listen to recordings of famous leaders, and point similarities and differences. Churchill, Tom Paine, W. Wilson.

C. Map Work - Using an outline map of the U.S. have students note the home state and areas of our presidents and speculate on the whys and wherefores.

D. Cartoons - Have students draw cartoons of famous leaders from around the world, bringing out what they consider to be their strongest point.

E. Comparison - Have a group of students make comparisons of the lives of a totalitarian leader and a democratic leader - Kennedy, Khruschev.

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. Leaders in a democratic society must keep in touch with and be responsive to the demands of the people. A. Mass media B. Public opinion polls C. Frequent re-elections D. Contact with hobbyists E. Public demonstrations and protests.	1. How do leaders keep in contact with their supports?

Learning Activities

A. Polls - Have students take a poll on "resolved: the president, mayor, governor should be alloted free T.V. time to communicate with the voters"

B. Cartoons - Have the students draw cartoons, illustrating the ways in which a leader may communicate with his supporters.

C. Essay - Have the students write a short essay on why they feel that a leader may communicate with his supporters by the types of programs he presents.

D. Records - Have the class listen to the recordings of some of our leaders, as they try to communicate to their supporters "Fireside chats", etc.

E. Research - Have the students do short research papers on how leaders of past communicated with their supporters.

F. Resource Person - Invite community leaders to give their viewpoints.

Lesson 7

Major Understandings and Supporting Content	Key Questions
1. Leaders frequently have two sets of characteristics - one set to obtain power and another to do the job required. A. Knowledge of and willingness to consider alternatives to problems B. Greater committment to a political philosophy C. Extrovert personality D. Commands respect E. Specialist in technical shire and/or authorative in field of knowledge F. Willingness to make immediate decisions G. Takes advantage of situations H. Ability to manipulate other people and direct public opinion to his point of view.	1. How do leaders differ from those they lead?

Learning Activities

A. Reports - Have students write short reports on how or what makes the leader unique. G. Washington (Father figure), Hoover (Depression), Truman (A. Bomb), Roosevelt (Recovery Program), and Lincoln (Slavery and Reconstruction).

B. Comparisons - Have several students compare the lives of several leaders, noting differences and similarities.

C. Research Political Influence - Have several students look into the checks and balances, political influence within the party due to personal status patronage, and ability to deliver new legislative programs.

D. Research the Lives of Major Political Leaders - to show how the major political parties have generally nominated persons who have held governmental offices, have had experience as an administrator, knowledgeable in public affairs, well-read in history, and an ability to express ideas clearly and forcefully.

Lesson 8

Major Understandings and Supporting Content	Key Questions
1. In a democracy there is a set of rules for removing or replacing leaders. A. Democratic countries 1. Impeachment 2. Recall 3. Fail to win re-election 4. Interest groups arouse public opinion B. Totalitarian countries 1. Military coup-de-etat 2. Revolution 3. Scape goat 4. Rise of plotters	1. What happens when leaders exceed their authority?

Learning Activities

A. Research - Have the students write short research papers on leaders who exceeded their authority. (Charles I, Louis XIV, Statin, MacArthur, Paon, Babsta)

B. Resource People - teachers, principal, policeman, etc. speak to the class on what would happen to them and their position, should they exceed their authority.

C. Newspapers, Magazines (Mass media) - Have the students bring in newspaper and magazine articles dealing with this question. (Nixon and Cambodia) LBJ and Tonkin Gulf, highway department uprooting to build a super highway etc.

D. Essay - Have each student write a short paper giving examples of what they feel would be an example of a local leader exceeding his authority.

Unit II

Instructional Materials

Filmstrips

"Portrait of a Cabinet Member: Secretary of the Interior Steward Udoll," Guidance Associates (Kent County)

"Day in the Life of a President" (Kent and Talbot County)

"Day in the Life of a Congressman" (Kent and Talbot County)

"Day in the Life of a Mayor" (Kent and Talbot County)

"The American Presidency" Guidance Associates, (Queen Anne's County)

"The Vice Presidency in Action and Evolution" Guidance Associates (Kent County)

"The Man in the White House" New Yorks Times (Kent County)

Records

"Roosevelt's Four Freedom Speeches" Queen Anne's and Talbot County)

"The Invention of the Presidency" (Kent and Queen Anne's County)

"Alexander the Great and The Rise and Fall of Adolph Hitler" (Queen Anne's County)

"Winston Churchill" (Queen Anne's County)

"The Marshall Plan" (Queen Anne's County)

"Woodrow Wilson's Fourteen Points" (Queen Anne's County)

Filmstrips

"The Judical Branch"

"The Honorable Court: A Special Report" Guidance Associates (Kent County)

The following filmstrips are from Queen Anne's County.

"Congress and the U.S."

"Electing a President"

"Presidential Conventions and Candidates"

"The Federal System of Checks and Balances"

"The Executive Branch"

"State Government"

"The Executive Department and Agencies"

"The President's Powers and Responsibilities"

"The Supreme Court"

"Local Government"

"A History of Communism - Marx to Lenin"

"A History of Communism - Stalin to Khrushchev"

Unit III

Political Decision Making

Introduction

Concept	Major Understandings	Key Questions
Decision Making (This is the concept for the entire unit)	1. All societies establish political systems to make decisions. 2. An understanding of the decision making process in the United States depends upon a knowledge of the ideology, institutions, and patterns of leadership in American society. 3. Political institutions are designed to facilitate the decision making process. 4. Federalism facilitates the decision making process in the U.S. by dividing responsibilities among national, state, and local governments. 5. Political decisions are influenced by many factors. Some influences are obvious, others can not be clearly defined. 6. Individuals in a democracy exercise an important voice in the decision making process. 7. Governments are primarily involved in making decisions for diverse groups of people rather than private individuals. 8. The power to make political decisions in the United States is limited by the Constitution, laws, customs, and public opinion.	1. What is decision making? 2. Why is decision making important? 3. What institutions facilitate the decision making process? 4. How are individuals involved in the decision making process? 5. What kinds of decisions do governments make? 6. How is the government's power to make decisions limited? 7. What and/or who influences governmental decisions? 8. How do political decisions affect individuals?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. All societies establish political systems to make decisions. A. Definition 1. Process through which laws are made, enforced, and interpreted 2. Means by which a particular course of action is selected from alternatives B. Major function of all political systems	1. What is decision making? Is it necessary?

Learning Activities

A. Listing - Current community problems to be written out by students, then consult a phone book to see if there are any agencies that would handle these problems to reach a decision and resolve them.

B. Role Playing - You are one of 300 people stranded on Mars. Give a speech telling the others that there are necessary decisions that will have to be made by the group.

C. Role Playing (Group work) - You live in the year 500.1. Society has become very commercialized. Each individual is dependent on himself only, suddenly your colony is invaded by aliens and you have a network of defense. What would you do and why?

D. Debate - What is decision making? Is it necessary?

E. Panel Discussion (Research) - Does the existence always mean that decision making has to take place?

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. All societies establish political systems to make decisions. 2. Governments primarily make decisions for diverse groups of people rather than for private individuals. A. Provides political stability B. Determines course of action which a government will follow C. Allows for continual progress of society D. Unifies diverse groups of people within a society	1. Why is decision making important?

Learning Activities

A. Have students discuss what might happen if each individual could make his own decisions and had to meet all of his own needs now provided by the government.

B. Do a historical study of the Dark Ages and relate lack of political institutions to make decisions.

C. Find and analysis areas of the current world where government has broken down.

D. Discuss possible results if the U.S. political system should break down as some advocate.

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. An understanding of the decision making process in the United States depends upon a knowledge of the ideology, institutions, and patterns of leadership in American society. 2. Political institutions are designed to facilitate the decision making process. 3. Federalism facilitates the decision making process in the United States by dividing responsibilities among national, state, and local governments. A. Federal governments 1. Concept of balance of power a. Executive -- enforces law b. Legislative — makes laws c. Judicial -- interprets laws 2. Cabinet system to advise president 3. Regulatory agencies a. Civil Rights Commission b. NASA c. National Security Council d. Federal Reserve Board e. Security Exchange Commission f. Inter-State Commerce Commission 4. Appellate court system 5. System of voting 6. Civil Service Commission 7. Committee system in Congress 8. Specified list of powers in Constitution	1. What institutions and agencies facilitate or influence the decision making process?

Major Understandings and Supporting Content	Key Questions
B. State government 1. Concept of balance of power a. Governor b. General Assembly c. Court system 2. Elected officials associated with executive branches of government assume responsibilities in specific areas a. Lieutenant governor b. Attorney General c. Comptroller d. Treasurer 3. Appointed advisor to governor 4. Appellate courts system 5. Voting procedures C. Local government 1. City - town councils 2. County commissioners D. Political parties E. Lobbyists and Pressure 1. American Medical Association 2. National Education Association 3. VFW 4. American Legion 5. Labor Unions 6. Farm cooperative 7. National Rifle Association 8. Students for Democratic Society 9. NAACP 10. SCLC	

Learning Activities

A. Bulletin Board - Compare decision making institutions in the U.S. and the Soviet Union

B. Guest Speakers - What institutions facilitate decision making, local mayor, judge, county commissioner, sheriff, congressman, senator, hobbyist.

C. Field Trip - State Legislate, national legislature, Supreme Court Building, local courtroom, U.N. building. Objective is to see decision making institutions in the U.S. operate.

D. Role Playing (Group work) - You a prisoner of war in a German prison camp. The German camp commander has just told you to set up institutions to facilitate the operation of self-government in your barracks. Describe the kinds of institutions you would set up.

E. Scrapbook - Select pictures from Life, Look, Newsweek, U.S. and World Report, etc. showing the historical development of institutions in the U.S.

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. Individuals in a democracy exercise an important voice in the decision making process. A. Voting in elections 1. Local 2. State 3. National B. Political Parties 1. Campaigning 2. Selecting candidates 3. Contributing money C. Public Opinion Polls D. Interest and pressure groups E. Letter writing to politicians F. Petition 1. Referendum 2. Recall	1. How are individuals involved in the decision making process?

Learning Activities

Have students write congressmen on a given topic and discuss their responses.

Have students keep a running account of an election, analysizing issues to see if they are aimed at the public's interest.

Invite a party worker to talk to the class.

Have student design a questionaire and conduct an opinion poll.

Hold a mock election for the entire school.

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. Governments are primarily involved in making decisions for diverse groups of people rather than for individuals. 2. Federalism facilitates the decision making process in the U.S.A. by dividing responsibilities among national, state, and local governments. A. Local 1. Executive 2. Legislative 3. Judicial B. State 1. Executive 2. Legislative 3. Judicial C. Federal 1. Executive 2. Legislative 3. Judicial D. International 1. U.N. 2. Treaties 3. Reciprocal agreements	1. What kinds of decisions do governments make?

Learning Activities

A. Short theme - "What are the different kinds of decisions made on the local, state, and national level." If desired, a comparison can be made of the different kinds of decisions.

B. Cartoons - Draw cartoons illustrating the different kinds of decisions. Label and catergorize each.

C. Bulletin Board - Collect pictures illustrating the different kinds of decisions. Cartoons may be used.

D. "I guess" game - Make up an annotated list of the different kinds of decisions. Use these as flash cards or in a competitive game to test students knowledge of the different kinds of decisions.

E. Role Playing - Have each student play the role of a problem, such as Taxation. Have him ask the class what kind of decision am I?

Lesson 6

Major Understandings and Supporting Content

1. The power to make political decisions in the United States is limited by the Constitution, laws, customs, and traditions.

   A. Check and balance system

      1. Branch / Check / Is checked

Branch	Check	Is checked
Legislative makes the laws	May pass laws over president's veto. Senate may reject treaties and appointments made by president.	President may veto bills passed by Congress. Supreme court may declare laws unconstitutional.
Executive enforces the laws	may veto bills passed by Congress Appoints justices of the court.	Senate may reject treaties and appointments made by president. Congress need not pass bills requested by the president.
Judicial interprets the laws	May declare unconstitutional laws passed by Congress and signed by the president.	Congress may initi initiate a constitutional amendment to get a law which has been declared unconstitutional.

   B. The budget
   C. Available resources
   D. The voter is the final check

Key Questions

1. How is the government's power to make decisions limited?

Learning Activities

Review system of checks and balances.

Gather and analysis news items of political decisions. Analysis is terms of limits that are: constitutionally limited, limited by laws, by customs, and by traditions.

Gather and analysis data at the state level that illustrates how the voters limit the powers of decision making.

Prepare and hold a mock decision making session in which all of the above limitations are considered.

Lesson 7

Major Understandings and Supporting Content	Key Questions
1. Political decisions are influenced by many factors. Some are obvious, but other influences can not be clearly defined.	1. What and/or who influences government decisions decisions?
2. Individuals in a democracy exercise an important voice in the decision making process.	
A. Political Parties Lobbies Pressure Groups Voter	
B. Methods 1. Voting 2. Demonstrations 3. Petitions 4. Opinion Polls 5. Others	

Learning Activities

A. Guest speakers - Topic, what and who influences the making of decisions? Mayor, county commissioners, judge, political leaders.

B. Panel discussion - topic, What and who influences the making of decisions?

C. Composition - Suggested topics 1) How do political parties influence political decision making? 2) How do lobbyist and pressure groups influence decision making?

D. Letter writing - To show the value of the citizens part in decision making have students write letters to the editor, or to their congressman or senator or local government leaders on some problem they are highly interested in.

E. Role Playing - Assign lobbyist roles, such as AMA, NEA, labor union leader, ABA, to try to convince or sway students to their particular point of view.

F. Flashcards - Identification of political decision makers, Executive (President, Governor, Cabinet, Mayor), Legislative (local councilmen, county commissioners, state congress and senators), Judicial (local judges and Supreme justices). Newspapers are very good for source material. Identify legal limits placed on these people.

G. Newspaper - Make a newspaper,. Assign students to do editorials on decision makers, feature items on decision makers, such as biographies and personal characteristics and opinions.

H. Bulletin Board - Collect and label pictures and portraits of decision makers, local, state, and national, and legislative, executive, and judicial.

I. Comparison chart - Match up comparitive decisions in the U.S. and the U.S.S.R. Compare the different levels and branches of government and the number involved in making the decisions.

Lesson 8

Major Understandings and Supporting Content	Key Questions
1. Governments are primarily involved in making decisions for diverse groups of people rather than for individuals.	1. How do political decisions affect individuals?
2. Individuals in a democracy exercise an important voice in the decision making process. A. Legislative decisions effects on the individual 1.Statutory laws 2. Civil Rights 3. Rights and responsibilities a. Bill of Rights b. Selective Service c. Taxation B. Executive decisions effects on the individual 1. Budget - affect level of GNP 2. Travel - foreign policy decisions 3. Pardoning criminals 4. Martial laws C. Judicial decisions effects on the individual 1. Courts - guilty or not 2. Civil Rights for the plantiff or for the defendent 3. Constitutional Interpretation - changes and modifications	

Learning Activities

Ask students to discuss the effects of traffic and/or school laws on them. Can they change them or influence the types of laws made? Who made these laws?

Find information on and analysis the movement toward greater and greater individual freedom. Discuss.

List or construct a chart or bulletin board illustrating how political decisions affect individuals.

List laws (revelant to the students as draft, school, traffic, etc.) that affect them directly. Those that affect them indirectly. Discuss merits.

Unit III

Instructional Materials

What is decision making?
Fenton A-V Kit Comparative Political Systems
Sound filmstrip "A Special Report - This Honorable Court" (Kent County)

Filmstrips

"The States as Laboratories"
"A Day In The Life Of A Congressman"
"A Day In The Life Of A Mayor"
"The Man In The White House"
"Citizen's Involvement"
"U.N. at Twenty"
"Farmers and Prices" (Talbot County)
"Supreme Court" (Talbot County)
"Problems of the New Administration" (Talbot County)

Records

"Minority Parties In America" by Norman Thomas (Kent County)
"December 7, 1941" (Kent County)
"The Invention of the Presidency"

Screen News Digest Movies

"Our Congress"
"We the People"
"Profiles of a President"
"The Russian Revolution"

"Public Opinion" EB movie (Talbot County)
"Political Parties" EB movie (Talbot County)
"The President" EB film (Talbot County)

Unit IV

The Rights and Responsibilities of Citizenship

Introduction

Concept	Major Understandings	Key Questions
Citizenship: Rights Responsibilities (Citizenship is the content of this unit)	1. A good citizen is an informed citizen. 2. All citizens have rights and responsibilities. 3. A government protects its citizens. 4. Democracy is based upon a responsible citizenry. 5. The rights, opinions, and contributions of all citizens influence their government. 6. The well-informed citizen recognizes that the development and growth of America is contingent upon the contributions of various groups. 7. Each citizen has the duty and responsibility to be involved in political activities at all levels of government.	1. Who is a citizen? 2. What rights does a citizen exercise? 3. What responsibilities does a citizen have? 4. What makes a good citizen? 5. How do citizens influence political decisions? 6. How do citizens form opinions on public issues? 7. How does a citizen lose his rights? 8. Do all citizens have equal rights?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. A government protects its citizens.	1. Who is a citizen?
A. Native citizenship	
1. Defined in the fourteenth amendment -- "All persons born in the United States, and subject to the jurisdiction thereof, are citizens of the United States."	
2. Includes persons born in American territories as well as legations and embassies in other countries.	
3. Based on English common law — Jus soli -- law of the soil.	
B. Naturalized citizenship	
1. Qualification set by Congress	
2. Conditions under which citizenship may be granted	
a. Eighteen years old and resident for 5 years	
b. Proof of legal entrance into the U.S.	
c. Proof of good moral character	
d. Knowledge of government and history of U.S.	
e. Proof of ability to read, write, and speak	
f. Proof of loyalty	
g. Oath of allegiance to U.S.A.	
C. Levels of Citizenship	
1. National	
2. State	
3. Local	

Learning Activities

A. Invite a naturalized citizen to talk to class.

B. Filmstrip - "2 million Americans"

C. Panel discussion on being U.S. citizen, a Roman citizen, and a Greek citizen.

D. Bulletin Board to demonstrate the many different ethnic backgrounds of U.S. citizens and Soviet citizens.

E. Film - "Declaration of Independence"

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. All citizens have rights and responsibilities.	1. What rights does a citizen exercise?
A. Rights based on democratic heritage cited in	
1. Magna Carta (1215)	
2. Petition of Rights (1628)	
3. England's Bill of Rights (1689)	
4. Virginia Bill of Rights (1776)	
B. Basic beliefs upon which rights are based	
1. Men have ability to govern themselves	
2. All power belongs to and come from people	
3. Public officials are responsible to the people	
4. People have the right and responsibility to reform their government by lawful means	
5. All citizens have unalienable rights	
6. Worth and dignity of the individual	
7. Equality of opportunity	
8. Representative government	
C. Rights of citizenship	
1. All rights guaranteed by the Bill of Rights	
2. Voting in all elections	
3. Holding public office	
4. Choosing a vocation	
5. Traveling under the protection of the government	
6. Owning property	

Learning Activities

A. Survey on voting (Example included)
B. Debate an graduated income tax (pros and cons)
C. Work as class to design a scale of what are the most important rights of a U.S. citizen compared to a Soviet citizen. (Can be made into a bulletin board)
D. Trip to voting booth or voting poll and allow for a mock voter registration and election.
E. Visit a courtroom.

Note: Go to library and use card catalog to pull all books on citizenship. Make a special reserve shelf for reference while studying citizenship.

Survey - Voting National Election - Citizenship

	Democrat	Republican	Independent	Other
1. Political Party Affilitation	______	______	______	______
2. Parent's Political Party Affilitation	______	______	______	______

3. Did you vote in the last election? Yes No
4. Did you read any opinion polls before you voted? Yes No
5. Did you vote a straight party ticket? Yes No
6. What influenced you most to decide to vote for ____________________?
7. Would you vote for a female for President? Yes No
8. Do religious preferences of the candidates influence you? Yes No
9. Would the marital status influence you? Yes No
10. Would you vote for a person of another race? Yes No

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. Democracy is based upon a responsible citizenry.	1. What responsibilities does a citizen have?
2. Each citizen has the duty and responsibility to be involved in political activities at all levels of government.	
A. General responsibilities 1. Respect for American institutions 2. Awareness of political issues 3. Cooperation with public officials 4. Intelligent participation in all levels of government	
B. Specific responsibilities 1. Obey laws of all levels of government 2. Pay taxes to all levels of government 3. Serve in armed forces 4. Serve on juries 5. Respect rights of others 6. Vote in all elections	

Learning Activities

A. Get income tax forms and have each student fill out his. Show how federal government collects and spends money.

B. Have a law day assembly where local attorneys conduct a mock opening day of court.

C. Reports on draft riots in U.S. and the revolutions in Russia. Have students stage a mock draft lottery and discuss reforms.

D. Students write an imaginary story on how (a) unemployment, (b) too much leisure, (c) lack of self control, and (d) wrong company lead to crime.

E. Use Korean P.O.H. tape.

F. Have team debate - Resolved, Universal, madatory military training should become the law of the land.

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. A good citizen is an informed citizen. 2. The well-informed citizen recognizes that the development and growth of America is contingent upon the contributions of various groups. A. Social phase 1. Respects other individuals 2. Assumes responsible role in family life 3. Assumes responsible role in public affairs 4. Waves self interest for general welfare 5. Uses leisure time constructively 6. Promotes group cooperation 7. Evaluates conflicts and problems B. Economic phase 1. Respects individuals' property 2. Accepts taxation as a responsibility 3. Understands basic economic concepts 4. Contributes to economic growth of the community C. Political phase 1. Obeys laws of all levels of government 2. Seeks to improve laws when necessary 3. Accepts consequences of law breaking 4. Knows about current political issues 5. Exercises right to vote a. knows consequences of not voting b. knows issues and candidates	1. What makes a good citizen?

Learning Activities

A. Develop a vocabulary relative to topic

B. Have students collect newspaper articles on outstanding citizens. Class evaluate these people and find common characteristics.

C. Draw cartoons illustrating good and bad citizenship in connection with voting, tax paying, participation in government and others.

D. Write a letter to an elected official about some problem and one of praise for a particular event or opinion.

E. Filmstrip - "Citizen Involvement"

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. The rights, opinions, and contributions of all citizens influence their government.	1. How does a citizen influence political decisions?
A. Individual activities 1. Voting 2. Petitioning government officials 3. Participating in demonstrations 4. Participates in opinion polls. 5. Writing letters to public officials 6. Boycotting 7. Testing questionable law through courts	
B. Group activities 1. Joins political party 2. Joins pressure groups (gun lobby, Ducks Unlimited, Farmers' Grange, Teachers' Association) 3. Volunteers services to political organizations	

Learning Activities

A. Show how negative voting works. Use 1968 Election as an example. Use individual political division maps of U.S. Show how 3rd party candidate could be elected.

B. Have students draw up petition and send to their student government.

C. Stage a mock boycott of a particular thing.

D. Could use technique as above in writing letter to an elected official.

E. Write an editorial or have editor of local newspaper talk on "Changing Public Opinion."

F. Have a campaign to sell an idea and ask a public relations or advertising person to be your consultant.

G. News Focus transpancy - Budget, U.S., Feb. 1968, Visual 8

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. A good citizen is an informed citizen. 2. The well-informed citizen recognizes that the development and growth of America is contingent upon the contributions of various groups. A. Nature of public opinion 1. Definition: the group opinion of individuals in a specific area of society on a particular problem, backed by a desire to achieve a specific purpose 2. Measure of public opinion a. Opinion polls b. Voting c. Letters to public officials B. Factors influencing public opinion 1. Newspapers 2. Magazines 3. Television and radio 4. Motion pictures 5. Home environment 6. School environment 7. Religious affiliation 8. Economic stalus 9. Family background 10. Pressure groups	1. How do individuals form opinions on public issues?

Learning Activities

A. Analyze how social and cultural values influence public opinion by:
   1. Survey on amount of education of criminals
   2. Reports from students on individuals whose behavior reflects their values.
      Examples: Abbey Hoffshan
      Elridge Cleaver
      Stokley Carmichael
      Eugene McCarthy

B. Research a specific area noted in content to show its effects on public opinion.

C. Have a group of students effectively present a bias point of view and analyze its effect on the class.

D. Construct and conduct an opinion poll on a specific issue or personality.

Lesson 7

Major Understandings and Supporting Content	Key Questions
1. Democracy is based upon a responsible citizenry.	1. How does a citizen lose his rights?
2. All citizens have rights and responsibilities.	
A. Natural citizens may lose their rights by: 1. Renouncing citizenship when individuals comes of age 2. Being convicted of treason 3. Leaving the country in time of war to avoid the draft, if court so declares. 4. Serving in the Armed Forces of another country without expressed permission of the government. 5. Bearing arms against the government	
B. Naturalized citizens may lose citizenship for: 1. Falsifying naturalization papers 2. Joining subversive organization within five years after naturalization	
C. Voting rights may be denined some citizens 1. Some states require literacy test 2. Some states require oath of loyalty to constitution 3. Mentally ill 4. Convicted criminal serving time 5. Convicted criminal after their release (in some states) unless pardoned by governor.	

A. Make tapes of simplified version of book - "Man Without a Country". Student listen to tapes. Discuss topic and implications.

B. Make a chart of comparing state and federal crimes (Use FBI and Mod Squad as sources).

C. Compare political crimes in U.S. and Soviet Union in notebook.

D. Make skits to illustrate the above.

Lesson 8

Major Understandings and Supporting Content	Key Questions
A. Dqual rights guaranteed by constitution to all citizens B. Discrination exists in practical situations 1. Economic discrination based on: a. Race b. Sex c. Religion d. Education e. Age 2. Political discrimination through: a. Literacy test b. Registration practices c. Economic threats d. Influence of political leaders e. Gerrymandering	1. Do all citizens have equal rights?

Learning Activities

A. Play role events of the following
   1. Dr. King's bus boycott
   2. Little Rock schools
   3. Mississippi college integration
   4. Ban the bomb
   5. Ira Hayes case
   6. Chicago 7 Trial
   7. 1 Man - 1 Vote

B. News Focus Transparency on number of Black Votes in Cities and number of elected Black Officials.

Unit IV

Instructional Materials

Books

Readings The Americans, His Heritage, Rights, Responsibilities - Milwaukee Public Schools, 1969

The Problems and Promise of American Democracy Eagleton Institute of Politics, McGraw - Hill Book Company, New York, 1964

American Government in the Twentieth Century Wm. Ebenstein and Edward W. Mill, Silver Burdett Company, Morristown, New Jersey, 1968

Investigating Man's World - Regional Studies Political Science Unit, Scott, Foresman and Co. N.J. 1967

Your Life As A Citizen Harriett Fullen Smith, Ginn and Company 1967

Our American Government, Stanley E. Diamond and others,.J.B. Lippincott Co. N.J. 1967

American Civics, Wm. H. Hartley and Wm. S. Vincent, Harcourt World and Brace, N.Y. 1970

Newsweek, News Focus, for transparencies

Filmstrips

"Minorities in America", WASP
"2 Million Americans" (Talbot County)
"Growing Up Black" (Talbot County)
"Studies In The History of Black Americans" Silver Burdett Co.

"The Soviet Union and Its Peoples" Guidance Associates (Kent County)

"Rights and Duties of a Citizen" (Kent County)

"Comparative Political Systems - A Inquiry Approach" Holt Rinehart and Winston, Inc. N.Y. Fenton A-V Kit

"Alice's Restaurant" - record (Talbot County)

Unit V

Political Conflict

Introduction

Concept	Major Understandings	Key Questions
Conflict (This is the concept for the entire unit)	1. Differences in values, opinions, and [illegible] interests are prime causes for conflict [illegible] within a society. 2. Political unrest, the existence of factions, and unstable economic conditions may indicate evidence of conflict. 3. People who live in a democracy have the right to dissent. 4. In contrast to authoritarian states, democratic societies provide for the expression of different ideas and the peaceful development of interest groups. 5. The scale of conflict depends upon the participants and the issues at stake. 6. The majority may use social and economic pressures to maintain its supremacy over the minority. 7. Members of a minority, organized for a prolonged period of time, will develop common attitudes and practices. 8. The existence of government requires some restraints upon individual freedom which may lead to conflict. 9. In a democracy, equal rights, equality of laws, a strong government, and feelings of nationalism help to limit conflicts. 10. Compromise is a technique for resolving conflicts.	1. What is conflict? 2. What are the major causes for conflict within a society? 3. How do individuals indicate their dissatisfaction? 4. When do individuals have the right and/or obligation to dissent? 5. Why do individuals become alienated from society? 6. What groups are most likely to become alienated? 7. What practices have been devised to facilitate the resolution of conflicts? 8. How are the rights of the minority protected against the will of the majority?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Differences in values, opinions, and interests are prime causes for conflict within a society.	1. What is conflict?
A. Definition	
1. A clash among opposing or incompatible forces	
2. Mutual interference among groups which have opposing philosophies, interests, and attitudes.	
3. A state of disharmony, uncertainty, tension, and/or restlessness which exists in a society which fails to solve its problems.	
4. Disunity	
B. Bases of conflicts within a society	
1. Philosophical differences	
a. Democracy vs totalitarianism	
b. Capitalism vs socialism	
2. Political differences	
a. Republicans vs Democrats	
b. Third parties	
3. Economic differences	
a. Distribution of income	
b. Utilization of resources	
4. Social differences	
a. Race	
b. Religion	
c. Family environment	
5. Personal differences	
a. Generation gap	
b. Self interests	

Learning Activities

A. Film "Equality Before The Law"

B. Prepare a bulletin board that depicts the following examples of conflict
   1. Poverty verses crime
   2. Discrimination in jobs and housing
   3. Automation verses unemployment

C. Use the library to present written and oral reports on good definitions for
   1. Conflict
   2. Dissent
   3. Alienation
   4. Civil disobedience

D. Develop and continue a vocabulary of terms suitable to the topic.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. Political unrest, the existence of factions, and unstable economic, conditions may indicate evidence of conflict.	1. What are the major causes of conflict within a society?
2. The existence of government requires some restraints upon individual freedom which may lead to conflict.	
A. Conflicting value systems 1. Education - literate vs illerate 2. Standard of living - how one uses his resources 3. Religious traditions and beliefs 4. Generation Gap 5. Disparity between theory and practice in democratic traditions 6. Problem of assimilation (immigrants, Indians)	
B. Conflicting economic interests 1. Industrialization and technological advancement 2. Poverty 3. Unemployment 4. Profit motives 5. Utilization of resources 6. Distribution of income 7. Population explosion	

Learning Activities

A. Use the library card catalog to list books that supply information about specific conflicts. Set up a reserved shelf to refer to throughout the term.

B. Review and discuss the courses and effects of the following films from Screen News Digest (in relation to conflict)
   1. Cuban Crisis
   2. Berlin Wall
   3. Southeast Asia
   4. The Middle East
   5. Trouble in the Congo

C. Invite a speaker from any of the Federal Programs, Job Corps, the Welfare Department.

D. Role Playing - Job Discrimination - Housing. Two families, one poverty stricken, the other middle class answer to the ad. For a modern vacant house in the suburbs of any city U.S.A. What kinds of questions would you be faced with?

E. Plan simple checks and quizzes around current lesson. (pupil - teacher)

F. Keep a notebook related to particular unit.

G. Film "Law and Order in Troubled America"

H. Use and color in outline maps to show areas within the U.S. where rioting, poverty and crime rate is increasingly high. Develop overlays from these.

I. Write an essay telling about the underlying causes for the amount of dissent in question.

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. People who live in a democracy have the right to dissent. A. Group forms of protest 1. Strikes 2. Demonstrations 3. Individual and group acts of civil disobedience 4. Petitions 5. Political activity during and between election 6. Boycott 7. Sit-in B. Individual forms of protest 1. Withdrawal 2. Sabotage 3. Letters to politicians 4. Run for political office	1. How do individuals indicate their dissatisfaction?

Learning Activities

A. Debate - "Because dissent is open and encouraged in a democracy, there is no need to have a police organization to detect and identify dissenters."

B. Research and report on dissent during the following instances:
   1. The Vietnam War
   2. Bussing of pupils from the Washington suburbs to the Ghetto schools
   3. The integration of schools in Little Rock

C. Draw cartoons to depict methods of dissent (extremist groups, dress codes, etc.)

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. Democratic societies provide for the expression of different ideas and for the peaceful development of interest groups.	1. When do individuals have the right and/ or obligation to dissent?
A. When constitutional rights have been denied 1. Civil rights 2. Right to own property	
B. When individual rights are impaired.	
C. To defend a position derived from a personal philosophy	
D. Conflicting political interests 1. Militarisin -- when does a country protect its interest and how does it determine what its interest are? 2. Nationalism -- patriotism - What is patriotism? 3. Individual rights vs General Welfare 4. State rights vs centralization	
E. Conflicting social interests 1. Race 2. Enthic groups 3. Welfare 4. Crime	
F. Personal drive 1. Ambition 2. Emotional reaction to political demagogues 3. Social mobility 4. Unlimited wants and limited resources	
G. Technology 1. Automation 2. Expansion of knowledge through mass media	

Learning Activities

A. Report and explain how citizens disagree through
   1. boycotts
   2. strikes
   3. pickets
   4. sit-ins
   5. marches
   6. dress codes
   7. extremist groups

B. Read the following books - role play portions to exhibit pupil dissent - teacher dissent
   1. Up The Down Stair Case

   2. Black Board Jungle

   3. To Sir With Love

C. Compare through written composition "The Stamp Act" with the "Withdraw of Troops From Cambodia". Does the right to dissent stand out in each, if so how greatly?

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. The scale of conflict depends upon the participants and the issues at stake. A. When they fail to receive a share of the benefits of society. B. When their interests and needs are consistently ignored by the majority. C. When they feel a sense of hopelessness, despair. D. When the gap between values become too great. E. When the government fails to act in the interests of the majority. F. When social institutions fail to perform their assigned function. (breakdown of family, church) G. When continued efforts to resolve problems fail.	1. Why do individuals become alienated from society?

Learning Activities

A. A visit from the health nurse and probation officer to discuss alientation within the family institution and how it later fosters national alienation.

B. Interviews with members of the police force, and National Guard to discuss civil disorders and methods used to prevent them.

C. Make a scrap book with picture collections illustrating examples of dissent, alienation, and civil disobedience.

D. Organize a mock pressure group; set up a realistic situation, proceed to carry it out. Show how this act can be harmful to the democratic process.

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. The majority may use social and economic pressures to maintain its supremacy over the minorities. 2. The scale of conflict depends upon the participants and the issues at stake. 3. Members of a minority, organized for a prolonged period of time, will develop common attitudes and practices. A. Minority groups B. Young people C. Old people D. Poor people E. Criminals F. Individuals outside the mainstream of American life.	1. What groups are most likely to become alienated?

Learning Activities

A. Role playing - insufficient supply of candy. Have students try to compete or resolve problem. Those who withdraw explain reasons.

B. List of income levels and occupations (e.g.)
   1. Migiant worker
   2. Custodian
   3. Lawyer
   4. Doctor
   5. Laborer
   6. Salesman
   7. Banker

C. Make scapebook of pictures from Time, etc. of alienation and describe group and group activity and explain why this is a picture of alienation and why they are most likely to become alienated.

D. Follow up activity - Make a composite of types of people who are most likely to become alienated.

Major Understandings and Supporting Content	Key Questions
1. In a democracy, equal rights, equality of laws, a strong government and feelings of nationalism help to limit conflict.	1. What practices have been devised to facilitate the resolution of conflicts?
2. Compromise is a technique for resolving conflicts.	
A. Political parties B. Legislative process C. Court and jury system (including jails) D. Commitment to compromise E. Welfare and aid programs F. Tax system G. Commitment to right of peaceful dissent H. Commitment to education I. Election system	
How does the government propose to lessen conflict? A. Elevating standards and values through education and health programs B. Protecting Civil Rights through 1. Criminal penalties - fines and prison terms for civil rights violaters 2. Civil remedies - injunctions and declaratory judgments to prevent violations - suits to discourage them. 3. Administrating orders - the use of publicity, and negotiations to secure compliance with civil rights laws. 4. Grant - in - aids - the government may withhold funds from public and private agencies	

Lesson 7 (Continued)

Major Understandings and Supporting Content	Key Questions
5. Disclosure - the exposure of groups whose activities affect Civil rights C. Distribution of capital more equally. Theories 1. Social balance - a satisfactory relationship between the supply of privately produced goods and services and those of the state (Calbraith) 2. Guarenteeing an Income (Theebald) (Every American citizen is entitled to an income that will enable him to live above his means. 3. Negative Income Tax (Friedman) D. Strengthening and equalizing our laws	

Learning Activities

A. Show the pictures of conflict situations (e.g. starving Biafran). Have students answer ways to resolve these conflicts.

B. Draw cartoons illustrating conflict situations and their resolution. Make a bulletin board with the results.

C. Debate - Why haven't the suggested resolutions of conflict been more successful?

D. Arbitration - Sample problem - guaranteed national income - after hearing pros and cons neutral group arbitrates and make a decision.

E. Field trip - visit the county court house and see an actual court case.
Set up your own mock court within the classroom. Resolve to settle a problem that concerns your student council.

F. Use "sociogram" as means of studying anarchy and its development, etc.

G. Film "Minorities in America" - WASP
Series Negroes
Irish
Italians
Jews

Film "Prejudice" - WASP
Series What is prejudice?

Lesson 8

Major Understandings and Supporting Content	Key Questions
1. In a democracy, equal rights, equality of laws, a strong government, and feelings of nationalism help to limit conflict.	1. How are the rights of minorities protected against the will of the majority?
2. Members of a minority, organized for a prolonged period of time, will develop common attitudes and practices.	
A. Constitutional limits on power	
B. Belief in equal justice for all	
C. Right to dissent	
D. Belief that no generation can commit succeeding generations to a course of action	
E. Federalism	

Learning Activities

A. Guest speaker - lawyer or judge. Speak on topic Protection of the minority under law.

B. Mock trial - conduct a mock trial involving a minority person or idea. Have an observing group list the protections afforded him under law.

C. Case Studies - Report on case studies of rights in "Liberty Under Law", AEP booklet.

D. Guest Speaker - Have a member of a lobby or pressure group speak to the class on how minority rights are preserved.

Unit V

Instructional Materials

Films and Filmstrips

"Focus on the Common Market"

"Communism in Conflict"

"Charters of Freedom"

"Law and Order in a Troubled America"

"Equality Before the Law"

Bibliography

The Economic Process - Inquiry and Challenge Raymond S. Inan, Scott Foresman and Co., 1969

Political Systems,,Jack Zevin, Rand McNally and Co., 1969

Our American Government, Stanley E. Diamond, J.F. Lippencott Co., 1963

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Comparative Political Systems - An Inquiry Approach, Mindella Schultz, Holt, Rinehart and Winston, Inc.

Government in Action, How our Federal Government Works, Adrian A. Paradis

Building Citizenship, James McCrocklen, Allyn Bacon, Inc. 1963

Semester Two

Economic Behavior of Man

The Economic Behavior of Man

Unit VI - Consumption

Introduction

This unit centers around four concepts of consumption: (a) consumer purchasing, (b) consumer credit, (c) consumer deception, and (d) budgeting. Each of these four concepts are "sub-units" in themselves, having major understandings, key questions, learning activities, and resource materials. Again, for convenience this unit and its sub-units are divided into "Lessons".

Unit VI - Consumption

Concept A - Consumer Purchasing

Introduction

Concept	Major Understandings	Key Questions
Concept A Consumer Purchasing	1. All persons have reasons for purchasing goods and services. 2. Needs and wants may be influenced by social pressure and advertising. 3. Advertisers try to "buy audiences". The value of the product, not the appeal of advertisers, should be the major consideration. 4. A wise consumer may benefit by selective use of promotional services. 5. Needs represent a necessity for goods and services. 6. Wants represent a desire for goods and services. 7. Planned spending helps individuals fit purchases into long range plan. 8. Products may be compared in terms of quality, price, and service. 9. Free competition tends to result in efficient production and lower prices. 10. Supply and demand determine prices in a free market system. 11. Price alone is not a reliable measure of value. 12. Consumers receive some protection against unfair selling practices from the government, as well as other agencies.	1. What makes people buy goods and services? 2. What should individuals consider before buying? 3. Where can goods and services be obtained? 4. Where can one obtain aid in making a wise choice of products? 5. Are you a good shopper? 6. Are you get your money's worth? 7. What are warranties and guarantees? 8. What determines the price of goods? 9. Is this the proper time to buy the product? 10. Where can consumer get help?

Lesson 1 - Concept A

Major Understandings and Supperting Content

1. All persons have reasons for purchasing goods and services.
2. Needs represent a necessity for goods and services.
3. Wants represent a desire for goods and services.
4. Advertisers try to "buy audiences".

   A. People are motivated by the desire for
      1. Physical well being (food, housing, labor, saving devices)
      2. Recognition - status symbol
      3. Knowledge - books, education
      4. Beauty - cosmetics
      5. Recreation
      6. Financial gain

   B. Demands for goods are stimulated by
      1. Advertising
      2. Desire to conform
      3. Suggestion
      4. Intellectual appeal
      5. Media
      6. Name brands
      7. Packaging techniques
      8. Promotional devices
         a. Discounts and prizes
         b. Introductory offers
         c. Sales
         d. "Leader" goods (goods sold below cost)
         e. Trading stamps

Key Questions

1. What makes people buy goods and services?

Learning Activities

A. Tape recording of radio and TV commercials
   1. Various kinds of selling techniques
      a. discount prices and prizes
      b. introductory offers
      c. sales
      d. "leader" goods (grocery)
      e. trading stamps
      f. bandwagon type
      Apply which technique fits the commercials.

B. Have students tape their favorite commercials and explain it.

C. Have students draw a card which contains the type of commercial technique and the product and act it out.
   1. Discount - Gleem
   2. Sales - Dresses
   3. "Leader" goods - chickens
   4. Bandwagon - GTO

D. Bring in different empty boxes of laundry soap powder, etc. and explain the reason for color attraction.

E. Report on Vance Packard's The Hidden Persuaders

Lesson 2 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Advertisers try to "buy audiences". The value of the product not the appeal of advertising should be the major consideration. 2. Products may be compared in terms of quality, price and service. A. Do you want item or service more than other product or service at same price? B. Will article satisfy need? C. Where can item be obtained? D. Is item worth cost? E. Is it right time to buy item? F. Is this first item you should buy? G. Can you make item yourself? H. Does item meet your standard for goods or service? 1. Durability 2. Style 3. Workmanship 4. Quality 5. Reliable Service	1. What should individuals consider before buying?

Learning Activities

A. Field Trip - Go to a car dealer to have demonstrated what you could or should consider in buying a car. Preferably a large dealer selling several models and styles of cars.
   1. Luxury and economy cars
   2. Options - performance, decorative
   3. Cost - down payment, monthly payment, and interest
   4. Size - single, family
   5. Use - commercial, pleasure, recreation
   6. Color -
   7. Maintenance - cost, frequency of repair record

B. Guest Speaker - Chamber of Commerce, Jaycees, Better Business Bureau, Local Retail Association - Topic "What should individuals consider before buying a good or service?"

C. Collection - Collect the same item, as 6 cans of peas. Have students determine which to buy and what they should consider before making their purchase.

Lesson 3 - Concept A

Major Understandings and Supporting Content	Key Questions
1. A wise shopper may benefit by selective use of promotional services. A. Retail stores 1. Chain 2. Independent 3. Enfranchised chain 4. Discount 5. Department 6. Specialty B. Non-retail stores 1. Mail order 2. Door to Door C. Consumer cooperatives	1. Where can goods and services be obtained?

Learning Activities

A. Chart construction- Trace the place of sale of the following items and services.

1. Recreation
2. Records
3. Milk
4. Shoes
5. Insurance
6. Clothes
7. Entertainment
8. Cars
9. Cards
10. Cosmetics
11. Do it yourself stero set
12. Magazines
13. Tractors

B. Field Trip - Assign a group of students to a particular type of seller and have them catorgize the goods and services they would receive.

1. Chain store
2. Department store (independent)
3. Co-genture story
4. Discount store
5. Door to door salesman
6. Specialty store
7. Catalogue store

Lesson 4 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Planned spending helps individuals fit purchases into long range plans. A. Consumer Bulletin B. Consumer Guide C. Good Housekeeping D. Parent's Magazine E. Changing Times	1. Where can one obtain help in making a wise choice of products?

Learning Activities

Report on a product discussed the following magazines
1. Consumer Bulletin
2. Consumer Guide
3. Good Housekeeping
4. Parent's Magazine
5. Consumer Reports

Letter Writing - Write a letter to the Superintendent of Documents requesting information collected by the government on a good or service.

Guest Speaker - Topic "How can the consumer make a wise choice of products?"
1. Jaycees
2. Chamber of Commerce member
3. Better Business Bureau agent
4. Agricultural agent (Home Demonstration agent)
5. Insurance and security salesman
6. Stock broker
7. Office of Economic Opportunity official
8. Small businessman (local)

Lesson 5 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Advertiser try to "buy audiences" 2. Products may be compared in terms of quality, price, and service. A. Plan where, when, and what to buy B. Make shopping lists C. Know how item will be used D. Compare price and quality E. Be aware of grade, labeling, and advertising F. Avoid impulsive buying G. Labeling 1. Should not be misleading 2. Limitations should be noted 3. Hazards should be noted 4. Ingredients should be listed H. Grading -- know grades of products 1. Meat (US prime, US choice, US good, US standard, US commercial) 2. Butter (AA is best, not A)	1. Are you a good shopper?

Learning Activities

A. List of new products bought in last week and ask why did they buy it or change brands.

B. After listing above distinguish between necessities and luxuries.

C. Skits - Illustrating good shopper and bad shopper.

Lesson 6 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Price along is not a reliable measure of value. 2. Products may be compared in terms of quality, price, and service. 3. Advertisers try to "buy audiences". A. Packaging problems 1. Difficulty in reading labels 2. Deceptive packaging 3. Irregular weight or measure	1. Are you getting your money's worth?

Learning Activities

A. Use number of different brands of corn and compare labeling
   1. Green Giant (No Water) Corn
   2. Iona Corn
   3. Delmonte Corn
   Weigh them
   Compare color, sweetness, taste
   Or use any product.

B. Guest speaker - Butcher on meat grading
                   U.S.D.A. Inspection Grader

C. Compare bottling of
   1. Dish washing detergents
   2. Shampoo
   3. Aerosol spray cans

D. Keep records of using shampoo see which you can get best use out of (longest).

Lesson 7 - Concept A

Major Understandings and Supporting Content	Key Questions
1. A wise consumer may benefit by selective use of promotional services. 2. Products may be compared in terms of quality, price, and service. A. Expressed - stated by manufacturer B. Implied - reasonably expected C. Life time guarantees 1. Whole or part of product? 2. What item will do? 3. What will guarantor do?	1. What are warranties and guarantees?

Learning Activities

A. Collect newspaper and magazine cut outs of warranties and guarantees
   1. Good Housing seal guarantee
   2. Money back guarantee - double it back
   3. Parents Magazine seal
   4. Product exchange
   6. Life time guarantees
   7. Partial guarantees (automobiles)

   Warranties
   Pick products that have warranties and which have guarantee. See if categories develop. For instance - mechanical things usually have a warranty - foods and services usually have guarantees.
   List 10 things advertised "guaranteed to please" you.

B. Determine which you would rather have? Waranty or Guarantee

Lesson 8 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Supply and demand determines prices in a free market system.	1. What determines the price of goods?
2. Free competition tends to result in efficient production and lower prices.	
A. Influence of market 1. Supply - amount of goods available 2. Demand - desire for goods and ability to pay 3. Price - the exchange value of goods and services stated in terms of money	
B. Other factors 1. Fair trade laws 2. Monopoly 3. Growth of union 4. Taxes 5. Competition 6. Production costs	
C. Selling price = costs plus profits in market situation.	

Learning Activities

A. Bring in bag of candy, pencils and a medicine. See how wants and needs would determine how much they would pay for this item.

B. Guest speakers - local merchants on how they decide prices. Repairman

C. Panel discussion on "How Unions help determine prices?"

Lesson 9 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Planned spending helps individuals fit purchases into long range plans.	1. Is this the proper time to buy the product?
2. A wise consumer may benefit by selective use of promotional services.	
3. Price alone is not a reliable measure of value.	
A. Considerations 1. Do you have money? 2. Will it become cheaper? 3. Is style appropriate? 4. Do you have time to make selection?	
B. Facts to know for "sales" 1. Stores' sale polices 2. Widest selection on 1st day 3. Best bargains on last day 4. Costs for repairing or cleaning 5. Quality of items 6. Guarantees and warranties 7. Genuine reduction 8. No return policies	

Learning Activities

A. Attend mock summer sale during winter or vice versa. What would you buy and explain why?

B. Discuss following questions - might or might not buy these now
1. Car
2. Water skiis
3. Tennis shoes
4. Sandals
5. Gloves
6. Gun glasses
7. Sled
8. Wool scarf
9. Fishing tackle
10. Paper plates
11. Cooler
12. Snow tires
13. Swim suit

Lesson 10 - Concept A

Major Understandings and Supporting Content	Key Questions
1. Consumers receive some protection against unfair selling practices from the government, as well as other agencies. A. Special assistant for consumer affairs B. Pure Food and Drug Administration C. Federal Trade Commission D. Post Office E. Dept. of Agriculture F. Local Health officer G. Better Business Bureau H. Chamber of Commerce I. Lawyers	1. Where can the consumer get help?

Learning Activities

A. Guest speaker from Better Business Bureau answer students concerns about consuming product they want or use.

B. Write letter to Pure Food and Drug Administration for information on their public services.

C. Write to large corporation asking how they handle consumer complaints.

D. Ask if anyone had any problems with mail.

E. Take survey of community - see how many know agencies that help the consumer.

Unit VI - Consumption

Concept B - Consumer Credit

Introduction

Concept	Major Understandings	Key Questions
Consumer credit (This is the concept for the entire Part B of Unit VI.)	1. Consumer credit developed to help consumers obtain the immediate use of cash for large expenditures. 2. Availability of credit stimulates the demand for consumer goods. 3. Credit should only be used when absolutely necessary. 4. Credit purchases increase costs. 5. Credit costs are complex, but must be clearly understood. 6. Good credit ratings must be earned. 7. Shopping for credit must be done intelligently. 8. Knowledge of how to compute interest rates can save money. 9. Use of credit demands repayment and places a major obligation on an individual's resources. 10. Credit cards have stimulated overuse of credit. 11. A wise consumer keeps his debts below twenty per cent of his annual take home pay.	1. Why did credit develop? 2. For what purposes is credit used? 3. What is credit? 4. How did money systems develop? 5. What are the different forms of credit? 6. What are the main sources of credit? 7. How much does credit cost? 8. How does an individual qualify for credit? 9. What are the dangers of credit? 10. What are some examples of interest charges?

Lesson 1 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Consumer credit developed to help consumers obtain the immediate use of cash for large expenditures.	1. Why did credit develop?
2. Availability of credit stimulates the demand for consumer goods.	
A. To meet needs of industry for expansion B. To help individuals expand their purchasing power C. To stimulate sales of merchandise and services	

Learning Activities

A. Role Playing - Each class member will play a purchasing consumer. All consumers will be given a budget. An example of the budget could be as follows:

1. Food - $100.00
2. Housing - $ 75.00
3. Transportation - $ 50.00
4. Medical Care - $ 25.00
5. Recreation - $ 25.00
6. Clothing - $ 60.00

$335.00

B. Present students with another hand out of cost of the same items as in the budget above. An example follows. In this example the price of certain selected items will be increased for more than their budget allowance.

1. Food - $125.00
2. Housing - $ 75.00
3. Transportation - $ 60.00
4. Medical Care - $ 30.00
5. Recreation - $ 25.00
6. Clothing - $ 60.00

$375.00

$375.00
$335.00

$ 40.00 - Students should see that they will need $40.00 more to retain the same standard of living.

Students should then see that a needed budget for spending money that they will receive in the future is sometimes necessary if they wish to maintain or to increase present goals.

Lesson 2 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Consumer credit developed to help consumers obtain the immediate use of cash for large expenditures. 2. Availability of credit stimulates the demand for consumer goods. A. To obtain goods - homes, automobiles, etc. B. To obtain services ("Fly now, pay later") C. To obtain money	1. For what purposes is credit used?

Learning Activities

A. Guest Speakers - Bank official from consumer loan department, finance company representative. Topic: What are some of the reasons that people give you for requesting credit?

B. Field Trip - To consumer department of bank, to a local finance company. Topic: What are some of the reasons for which people request credit.

C. Panel Discussion - "Is credit necessary?" Student should see and analyze the advantages:
1. Immediate use of goods and services
2. Immediate way of obtaining money
3. Immediate way of obtaining services

Disadvantages
1. Interest sometimes high
2. Impulsive buying

Lessor 3 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Use of credit demands repayment and places a major obligation on an individual's resources.	1. What is credit?
2. Credit helps consumers obtain immediate use of cash for large expenditures.	
A. A promise to pay at a later date in exchange for immediate use of goods, services, or money. B. Credit involves trust.	

Learning Activities

A. Learning station, research, and role playing -
   1. Have a different type of loan at different locations in the room with references [illegible] available there.
      a. Mortage - house
      b. Home - improvement loan
      c. Short term low interest loans
      d. Revolving charge accounts
      e. Time payment plans
      f. Travel - fly now, pay later
      g. Consumer loans - loan for specific purpose

   2. Assign each group or individual at a particular learning station to describe to a propertive consumer or consumer group the purpose, and advantage and disadvantage of each particular form of credit.

This activity should answer the question "What is credit?", "What are the different forms of credit?" and "Who could avail themselves of the different forms of credit?".

Lesson 4 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Use of credit demands repayment and places a major obligation on an individual's resources.	1. How did money systems develop?
2. Credit helps consumers obtain the immediate use of cash.	
A. Before money, men "swapped" or bartered for goods and services.	
B. Need for convenient, light, universally accepted item of value which can be exchanged for other items of value led to use of coins and paper currency.	

Learning Activities

A. Role Playing - Purpose to demonstrate the disadvantage of the barter system.
   1. Assign "goods producing" or "service producing" roles to various students.
      a. Milk producer or dairy farmer
      b. Truck garden farmer
      c. Cattle raiser
      d. Clothing maker
      e. Teacher
      f. Doctor
      Make the list as long as possible to involve as many students and their own ideas as you can.
   2. Make handouts for students to exchange or barter items.

B. Guest speaker - Have any students who collect coins or a coin collector in or a baker come in, show some examples of different kinds of money and explain to students the history of coins, the development of printed money, and the change and modification of each.

C. Field Trip - Vist the Smithonian Institution, the Philadelphia Mint, the Bureau of Printing and Engraving. Purpose - to have students see examples and a time line and reasons for the development of money.

Lesson 5 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Credit purchases increase costs.	1. What are the different forms of credit?
2. Credit costs are complex, but must be clearly understood.	
A. Installment -- more than one delayed payment	
B. Non-installment -- one payment	
C. Cash -- money borrowed to be repaid on previously agreed terms.	

Learning Activities

Use the same or a similar learning activity as in Lesson 3. What is credit? Learning station and role playing activity.

Lesson 6 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Shopping for credit must be done wisely.	1. What are the main sources of credit?
2. Credit cards have stimulated overuse of credit.	
A. Financial institutions — banks, credit unions, finance companies, insurance companies, pawn shops B. Retail stores 1. Revolving accounts — set payment per month 2. Thirty day accounts — full payment each month C. Credit cards	

Learning Activities

A. Have students write letters to different credit sources.
   1. Local banks
   2. Credit unions or cooperations
   3. Insurance companies
   4. Pawn shops
   5. Retail stores (credit department)
   6. Credit card companies
   7. Finance companies

Have the following questions and information written into the letter.

1. What kinds of credit does your establishment offer?
2. What are the reasons you receive credit requests for?
3. What are the various forms (get copies) that you require to fill out to apply for credit? List the kind of information you require.
4. What is the charge for credit? Get copies of interest rates, time payment plans, credit options, etc.
5. Find out what the credit limits of an individual are, how this is decided, and reasons for the decisions.

B. Guest speakers

Lesson 7 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Credit purchases increase costs.	1. How much does credit cost?
2. Credit costs are complex, but must be clearly understood.	
3. A wise consumer keeps his debts below twenty percent of his annual take home pay.	
A. Simple interest -- percentage charge on unpaid balance B. Add on and discount charges -- result in higher payments since interest is charged against full amount even though balance is continually being reduced. C. Dollar costs -- down payment plus total of all installment payments. D. Other credit costs - insurance, handling, late payment	

Learning Activities

See Lesson 6

Lesson 8 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Good credit rating must be earned.	1. How does an individual qualify for credit?
A. Capacity -- sufficient income to repay B. Character -- personal traits, stability, repetition C. Capital -- possession which could possibly be used to repay	

Learning Activities

See Lesson 6

Lesson 9 - Concept B

Major Understandings and Supporting Content	Key Questions
1. Credit should be used when absolutely necessary.	1. What are the dangers of credit?
2. Use of credit demands repayment and places a major obligation on an individual's resources.	
3. Credit cards have stimulated overuse of credit.	
A. Tendency to overuse B. Lack of understanding C. Use of "extra money" to make payments D. Desperation to repay may turn individuals to "loan sharks" E. If used wisely, can increase purchasing power and be of great service to the user.	

Learning Activities

A. Panel discussion - Pros and cons of credit

B. Debate - A good credit rating always gives an individual an advantage in the economy.

C. Guest speaker - Bank official - Topic: "Misuse of credit", and its consequences Have him cover these areas with examples if possible.

1. Repossession - car
2. Foreclosure - time nortage
3. Bankrupy - criminal charge, loan of company
4. Loan of credit rating - lowering of standard of living

Lesson 10 - Concept B

Major Understandings and Supporting Content

1. Knowledge of how to compute interest rates can save money.

   A. Formula for calculating credit

   $$i = \frac{2md}{P(n+1)}$$

   B. Symbols
      1. i = rate of charge
      2. m = number of payments in one year (Monthly 12 or weekly 52)
      3. n = number of payments to complete repayment of debt
      4. d = total finance charge in dollars
      5. p = price of good minus downpayment

   C. Color TV - Selling price - $629.95 plus tax $12.60 = $645.55

minus down payment	100.00
balance	545.55

      1. Cost of credit from merchant $26.93 for 24 months

      $$i = \frac{2md}{p(n+1)} = \frac{2x12x106.32}{542.55\ (24+1)} = \frac{2551.68}{13563.75} = 18.8\%$$

      2. Cost of credit from bank $26.13 for 24 months

      $$i = \frac{2md}{p(n+1)} = \frac{2x12x87.12}{540\ (24+1)} = \frac{2090.88}{13500.00} = 15.5\%$$

      3. Cost of credit from finance company $29.00 for 24 months

      $$i = \frac{2md}{p(n+1)} = \frac{2x12x156}{540(24+1)} = \frac{3744.00}{13500.00} = 27.7\%$$

Key Questions

1. What are some examples of credit charges?

Learning Activities

A. Team Teaching - Get a math teacher or someone similar to explain interest rates.

B. Teach interest and charges when the math department is working on similar math problems.

Unit VI - Consumption

Concept C - Consumer Deception

Introduction

Concept	Major Understandings	Key Questions
Consumer deception (This is the concept for Part C of Unit VI.)	1. Ignorance and willingness to believe claims without checking allows dishonest practices to flourish. 2. Informed consumers can think critically about claims and resist misleading appeals.	1. What are some "sales - pitches?" 2. What appeals are most successful with young people? 3. What are some typical gyps and rackets? 4. What are some "wise consumer" practices?

Lesson 1 - Concept C

Major Understandings and Supporting Content	Key Questions
1. Informed consumers can think critically about claims and resist misleading appeals. 2. Ignorance and willingness to believe claims without checking allows dishonest practices to flourish. A. Testimonals B. "New" "wonder" cures C. "New" scientific discoveries D. Special introductory offers E. Claims for vitamin needs unmet by normal foods F. Ways of breaking habits	1. What are some typical "sales pitches?"

Learning Activities

A. From typed commercials have class categorize "sales pitches."

B. Bulletin board - Categorize types of advertisements.

C. Have class bring in and lable a sample of "sales pitches."

D. Write a fake typical letter of complaint to a leading manufacturing company.

Lesson 2 - Concept C

Major Understandings and Supporting Content	Key Questions
1. Ignorance and willingness to believe claims without checking allow dishonest practices to flourish.	1. What appeals are most successful with young people?
2. Informed consumers can think critically about claims and resist misleading appeals. A. Reducing pills and appetite depressors B. Body developing devices C. Remedies for acne, pimples D. Beauty aids	

Learning Activities

A. Make scrapbook of favorite types of products and ads

B. Have general discussion on products they buy

C. Survey magazines Teen, Co-ed, Seventeen, etc. for kinds of products and ads

Lesson 3 - Concept C

Major Understandings and Supporting Content	Key Questions
1. Ignorance and willingness to believe claims without checking allow dishonest practices to flourish.	1. What are some typical gyps and rackets?
2. Informed consumers can think critically about claims and resist misleading appeals.	
A. Referral rackets 1. Door to door salesmen promise gift or rewards for friends and relatives 2. High interest installment contracts common B. Misleading advertising C. "Wholesale" price gimmick D. "Free" gimmick E. "Cancel at any time" gimmicks F. Bait and switch G. Bogus contest H. Home improvement rackets 1. Model home pitch 2. Lucky prize winner 3. "factory" prices 4. Misrepresentation of interest rates 5. Free gifts 6. Scare techniques I. Chain letter J. Conficence games	

Learning Activities

A. Bulletin board - demonstrate pictorially
   1. Misleading advertising
   2. "Wholesale" price gimmick
   3. "Free" gimmick
   4. "Cancel at anytime" gimmick

B. Teacher play role of baiting interest in consumer and switch on student.

C. Using city newspaper compare ads with local newspapers for evidence of deception.

Lesson 4 - Concept C

Major Understandings and Supporting Content	Key Questions
1. Informed consumers can think critically about claims and resist misleading appeals. A. Are not mislead by attractive advertisements B. Do not rush into buying goods C. Do not accept merchandise from door to door salesman on "approval receipts" D. Demand written estimates for repair work E. Do not accept substitutes for goods ordered F. Do not accept oral guarantees G. Read contracts carefully H. Investigate before buying	1. What are some "wise consumer" practices?

Learning Activities

A. Ask home economics or a business teacher or such to talk about qualities to look for in buying specific products of interest to students.

B. Obtain and analyze buying contracts.

C. Using Consumers Guide and such references do some comparative analysis of products choosen by students.

Unit VI - Consumption

Concept D - Budget

Introduction

Concept	Major Understandings	Key Questions
Budget	1. Money management is fundamental in that it is the bases for any decisions made in the market place. 2. Money management is logical, realistic thinking about the source of money income and where and how is is spent. 3. A budget is based on funds available for spending. 4. Wants exceed needs; therefore, budgeting is essential. 5. Budgets allow people to live within their income. 6. A good budget plan allows for meeting everyday costs and long range goals. 7. Budget planning deters impulsive buying.	1. What is money management? 2. Why is money management necessary? 3. How does money management start? 4. How is a budget constructed? 5. What factors influence money management? 6. What is a budget? 7. What are the functions of a budget?

Lesson 1 - Concept D

Major Understandings and Supporting Content	Key Questions
1. Money management is logical, realistic thinking about the source of money income and where and how it is spent. A. Form of financial planning B. Organization of resources to achieve maximum use of income C. Explanation of how money is spent, saved, and borrowed.	1. What is money management?

Learning Activities

A. Class discussion - Have the class discuss family income in the following terms: standard of living is based on family income - standard of living is based on the family's values and objectives.

B. Report - Have each student list his values and objectives and consider how they have been changing and show how this relates to wasteful spending. (Compare their way of buying things with that of their parents)

C. Report - Select several students to report on bankruptcy proceedings of several companies, (Penn Central) and how this relates to money management.

D. Polls - Take a poll of the students concerning people they know that have lost cars, appliances, etc. through repossession, relate this to poor money management.

E. Cartoons - Have a group of students try to illustrate the advantages and disadvantages of good and bad money management.

Lesson 2 - Concept D

Major Understandings and Supporting Content	Key Questions
1. Money management is fundamental in that it is the bases for any decisions made at the market place. 2. Wants exceed needs. A. To evaluate use of money B. To achieve maximum benefit of income C. To prevent wastefullness and unneccessary spending D. To achieve financial stability	1. Why is money management necessary?

Learning Activities

A. Have students make comparisons between why they buy things and why their parents do. Discuss the reasons for the differences.

B. Have them write a story about something they want to buy that's expensive. Write out how they are planning to be able to purchase it.

C. Invite lawyer in to talk on bankruptcy.

Lesson 3 - Concept D

Major Understandings and Supporting Content	Key Questions
1. A budget is based on funds available for spending.	1. How does money management start?
2. Wants exceed needs; therefore, budgeting is essential.	
A. Recognition that decision is made every time wallet is opened (Check to see if you have available funds for purchase) B. Planning is essential for successful management of income. C. Use of money involves endless series of choices and values. D. Budget planning encourages consideration of alternatives.	

Learning Activities

A. Student tell how much money he has; then ask when he gets more, then list his expenditures. What will he do if he finds himself short?

B. Have class discuss the following question: "The family with a very low income cannot budget because there is no budget."

C. Have students find out from parents how much of family budget is spent on food. Discuss why this percentage increases and what happens when food budget exceeds a certain amount.

Lesson 4 - Concept D

Major Understandings and Supporting Content	Key Questions
1. A good budget allows for meeting everyday costs and long range goals. A. Determine total income B. Examine past pattern of spending C. List, in priority, items needed D. Set aside part of income for savings E. Involve all members of family in planning	1. How is a budget constructed?

Learning Activities

A. Give students a set amount of money and complete a sample budget.

Lesson 5 - Concept D

Major Understandings and Supporting Content	Key Questions
1. Wants exceed needs; therefore, budgeting is essential. 2. Budget planning deters impulsive buying. A. Values B. Goals C. Income D. Basic need E. Social status F. Community in which you live G. Conspicuous consumption (keeping up with Jones) H. Needs based upon daily duties	1. What factors influence money management?

Learning Activities

A. Have class estimate how much money they will spend for two weeks on
   1. Candy, cokes, etc.
   2. Cigarettes
   3. Movies
   4. School lunches
   5. Clothing
   5. Records

B. Keep accurate record of anything they spend for next two weeks and compare with their estimates.

Lesson 6 - Concept D

Major Understandings and Supporting Content	Key Questions
1. Money management is logical, realistic thinking about the sources of money income and where and how it is spent.	1. What is a budget?
2. Budget planning deters impulsive buying.	
A. Physical plan for allocating money B. Tool to guide individual spending C. A money management plan which helps an individual achieve his goals.	

Learning Activities

Have someone from welfare agency talk on "How To Plan A Budget."

Lesson 7 - Concept D

Major Understandings and Supporting Content	Key Questions
1. Budgets allow people to live within their income.	1. What are the functions of a budget?
2. Wants exceed needs	
3. Budgeting deters impulsive buying.	
A. Helps people to live within their income B. Develops understanding of financial position C. Permits spending to fulfill predetermined purposes D. Achieves maximum utilization of income E. Enables savings	

Learning Activities

A. Have class discuss the following:

"The Budget Assumes Proportions of a Personality"

"The Budget is your Conscience"

Unit VI

Instructional Materials

Films

"Future to Bank On" (Talbot)
"Using Bank Credit" (Talbot)
"Pay to the Order of" (Talbot)

Filmstrips

"American Consumer" (Talbot and Kent)
"Automobile Insurance" (Talbot)
"Controlling the Business Cycle" (Talbot)
"Gross National Product" (Talbot)
"Interest" (Parts I and II) (Talbot)
"Profit: Reward for Risk" (Talbot and Kent)
"Money and Banking" (Queen Anne)
"New Ways To Use Money" (Queen Anne)
"Inflation and You" (Talbot)
"Savings: What They Are and What They Do" (Kent and Talbot)
"Wage and Hour" (Talbot)

Unit VII

Economic Systems

Introduction

Concept	Major Understandings	Key Questions
Economic Systems (This is the concept for the entire unit)	1. Economic systems vary from country to country. 2. Countries with the same political beliefs may have different economic systems. 3. The customs of people may inhibit economic growth and change. 4. Capitalism, socialism, and communism are the basic economic systems. 5. Economic systems answer the questions of what, how and for whom in regard to production, distribution and consumption. 6. The main characteristics of a command economy is that most economic decisions are made by a ruler or small group and change and growth are often valued. 7. The main characteristics of a market economy are that most economic decisions are made in the free market: Change and economic growth are always valued. 8. An economic spectrum shows the range of differences extending from one extreme to another. 9. There are many factors that affect the stability of an economic system.	1. What does an economic system do? 2. What factors influence the type of economic system a country will develop. 3. What are the main characteristics of a traditional economy? 4. What are the main characteristics of a command economy? 5. What are the main characteristics of a market economy? 6. What is an economic spectrum? What is its value? 7. What factors influence the economic stability of an economy?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Economic systems answer the questions of what, how, and for whom in regard to production, distribution and consumption. A. Definition of economic system - an organized system for production, distribution and consumption of goods and services. B. What it does? Answers the questions of 1. What shall be produced? 2. How shall it be produced? 3. For whom shall it be produced?	1. What does an economic system do?

Learning Activities

A. Each student becomes a merchant - must produce his goods, distribute it and consume other goods. Illustrate just this basic feature.

B. Diagram the circular flow of goods and services in
   1. Capitalism
   2. Socialism
   3. Communism
   Best charts use for bulletin board.

C. Field trip to small business in area

D. Summary of how this small business produces, consumes and distributes.

E. Short theme on how each student - himself or his family is a producer, distributor and consumer.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. Economic systems vary from country to country.	1. What factors influence the type of economic system a country develops?
2. The customs of people may inhibit economic growth and change.	
A. Geography B. Tradition C. Values D. Availability of resources (human and land) E. Availability of capital F. Social organization	

Learning Activities

A. Picture interpretation - Obtain pictures of different geographical areas, ie. mountains, plain, desert, coastal areas, and have students verbalize what differences there are.

B. Role playing - Have small groups of students (after proper research) explain what occupational areas are open to them, such as
1. U.S.S.R.
2. U.S.
3. Eskimo

C. Value judgment - Give students a list of products, Have then pick out and number from one to ten which they would buy first.

- FM radio
- magazine subscription
- ball game tickets (2)
- new dress or sport jacket
- theatre tickets (2)
- 5 paper back books
- 5 riding, or skiing, or tennis lessons
- stero record player
- portable TV

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. Economic systems vary from country to country.	1. What are the main characteristics of a traditional economy?
2. The customs of people may inhibit economic growth and change. A. Economic decisions made by following traditions and customs. B. Change not encouraged C. Growth not encouraged D. Barter distribution E. Limited to countries with small population F. Static G. Home or shop production of goods	

Learning Activities

A. Sound filmstrip "The American Indian: A Dispossesed People" Guidance Associates

B. Filmstrip I "The Eskimos" Parts 1 & 2, Fenton A-V kit, Comparative Economic Systems Verbalize and make a list of major characteristics of a traditional economy - Picture interpretation.

C. List of traditional occupations by using examples from class of apprenticeship occupations
e.g. Plumbing
Watermen (net making)
Masoney
Carpentry (cabinet making)
Crevel Work (hand stitching)
Cooking (Chefs)

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. The main characteristics of a command economy is that most economic decisions are made by a ruler or small group and change and growth are often values. A. Economic decisions made by ruler or small ruling groups B. Change often valued C. Growth often valued D. Central planning E. Rapid growth in certain areas of economy F. De-emphasis on production of consumer goods	1. What are the main characteristics of a command economy?

Learning Activities

A. Transparency 35 Fenton A-V kit Comparative Economic System - Chart and Graph interpretation of major characteristics of Soviet Economic.

B. Comparison of Soviet plan to anything in U.S. (Include New Deal Programs)

C. A planning Czar decides to produce 100 more melons this year because they are sweet and tastee.

100 melons needs 50 selons
50 selons needs 50 belons
50 belons needs 50 melons
50 melons needs ________
________ needs ________
________ needs ________
________ needs ________
________ needs ________
________ needs ________
________ needs ________

Students will now plan out this economic problem and show what needs to be increased to be raise melon production.

D. Panel discussion - What are the problems involved in central planning? Relate to your problems in the above activity.

E. Have students plan to increase production of a certain product using format above and exchange and solve each others.

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. The main characteristics of a market economy are that most economic decisions are made in the free market. Change and economic growth are always valued.	1. What are the main characteristics of a market economy?
A. Economic decisions are made in the free market. B. Change always valued C. Growth always valued D. Little or no central planning E. Subject to fluctations in growth (inflation - deflation) F. Emphasis on consumer goods	

Learning Activities

A. "Game of Market" - played to see how buyers and sellers, each with different wishes, meet in market places to establish an equilibrium price out of the seeming chaos of trading Fenton A-V kit - Comparative Economic Systems

B. Field Trip - (1) American Stock Exchange in Baltimore, (2) Farmers Auction, (3) Antique Auction, and (4) Bunk

C. Plan advertising campaign to sell new product they create

D. Each student using same imaginary smount of money buy stock in company and follow it in paper. Make a graph plotting its progress.

E. Game playing - Monopoly and Stock Market

F. Guest speakers -"Characteristics of Market Economy" Bankers, economists, city planners.

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. An economic spectrum shows the range of differences extending from one extreme to another.	1. What is an economic spectrum? What is its value?
2. Capitalism, socialism, and communism are the basic economic systems.	
A. Definition - show the range of differences extending from one extreme to another 1. Allows us to see relative positions along a scale 2. Helps us to visualize change and the direction of change 3. Bases of comparing economic systems.	

Learning Activities

A. Make a spectrum and plot the economics of U.S., Soviet Union, England, France, Nigeria, Sweden, Germany, Italy, Viet Nam, China, Japan, India, Canada and Switzerland. Small groups work on each country. There will be four spectrums.

no nationalization ____ all nationalization

-- capital and consumer goods

-- Same on central planning

-- Individual choice of occupation

Lesson 7

Major Understandings and Supporting Content	Key Questions
1. There are many factors that affect the stability of an economic system.	1. What factors influence the economic stability of an economy?
2. Country with the same political beliefs may have different economic systems.	
A. Availability of Resources 1. Land 2. Labor 3. Capital	
B. Managerial Skills	
C. International Political Situation	
D. Internal Political Stability	
E. Monetary Stability	
F. Technilogical Innovation	
G. Standard of living	
H. Government Budgeting	
I. Balance of Payments and Trade	
J. Employment (Degree of)	
K. INdustrial or agricultural base	
L. Gross National Product	
M. Monopolies	

Learning Activities

A. Report on Great Depression - use two part sound filmstrip "The Great Depression" Guidance Associates.

B. Using Dow-Jones Average make chart showing stock markets reaction to these events:
   1. President Press conference on intensification or des-militarization of war Southeast Asia
   2. Any communist leaders announcements to West
   3. Labor-management negotiations
   4. Lost of living index announcement
   5. Steel cost release

C. Reports and research into Oakies and dust bowl - *The Grapes of Wrath*
   Effects of local problems on oyster market - farm market (Johnson grass and MSX factor, Calvert Cliffs Atomic Power Plant)

D. Research on what changes in economic stability were brought about by changes in Soviet leadership. (Khruschev out and Koseygin in)

Unit VII

Instructional Materials

Filmstrips

"U.S. Economy" (Talbot)
"Spotlight on the Economy"
"Economics-The Science of Choice"
"The American Economy"
"American Capitalism: A flexible and Dynamic System"
"Markets in a Free Economy"
"Comparative Economics System"
"Economic Life in Soviet Union" (Queen Anne)
"The American Indian: A Dispossed People" Guidance Associates

"Comparative Economics" A-V Kit Fenton

Unit VIII

Economic Scarcity

Introduction

Concept	Major Understandings	Key Questions
Scarcity (This is the concept for the entire unit.)	1. Scarcity is unlimited wants and limited resources. 2. Scarcity forces all societies to make choices as to what should be produced, how it should be produced, and for whom it should be produced. 3. Different societies resolve the problem of scarcity by government and/or individuals making value judgment. 4. Prices rise and fall in proportion to supply and demand factors. 5. Scarcity affects everyone as producers, distributors, and consumers.	1. What causes scarcity? 2. What questions does the problem of scarcity create for all societies? a. Who decides what goods and services will be produced? b. Who decides how goods and services will be produced? c. Who decides for whome the goods and services will be produced? 3. How do governments of different societies resolve the problem of scarcity? 4. How does scarcity influence prices? 5. How does the problem of scarcity affect individuals?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Scarcity is unlimited human wants and the strain they place on limited resources. A. What is scarcity - unlimited wants and desires and limited resources B. Causes 1. Unlimited wants 2. Limited resources	1. What causes scarcity?

Learning Activities

A. Bring in candy. Give ½ class 1 piece candy, and other half none.
Ask class if all wanted candy?, why not enough to go around? (cost factor)
Should allow them to try to resolve problem created among themselves.
Scarcity of goods and unlimited wants.

B. Filmstrip (sound) "Special Report: The People Problem" Guidance Associates.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. Scarcity forces all societies to make choices as to what should be produced, how it should be produced and for whom it should be produced. A. Who decides what goods and services should be produced? 1. Government 2. Public Opinion 3. Consumer 4. Producer 5. Advertising or Promoter B. What goods and services are to be produced? 1. Availability of resources a. manpower b. capital c. physical resources 2. Level of technological development 3. International political situation 4. Costs 5. Level of civilization 6. Degree of competition 7. Government a. Budgeting b. Central planning c. Taxation 8. Demand for goods	1. What questions does the problem of scarcity create for all societies? a. Who decides what goods and services will be produced? b. Who decides how? c. Who decides for whom?

Major Understandings and Supporting Content | **Key Questions**

C. For whom are the goods and services to be produced?
   1. Purchasing Power
      a. Income
      b. Franchise
      c. Investment
      d. Central Planning
      e. Will of power
      f. Advertising
   2. Government needs

Learning Activities

A. Who decides?

List of several items or services to buy and number them in order of preference

1. Trip to Europe
2. Having butler, maid and chef
3. Course in Judo
4. Subscription to Popular Mechanics or Cosmopolitan
5. Appointment with hair stylist
6. New Car
7. Portable radio
8. Tape record
9. Musical instrument
10. Tickets to rock concert
11. Free admission to dance
12. Tickets to ball game

Show students goods and services produced and what they are willing to buy
Movie "Money Talks"

B. Who decides how?

Each design or small group work to design:

1. Car
2. Boat
3. Clothes
4. Airplane
5. Compose a song
6. Create a dance step

Shows producer decides - he might ask for opinions and use cost of production to influence e.g. (1) use of bids, (2) use of suggestion box, (3) bonus incentives for efficiency techniques, and (4) studying other manufacturers

Learning Activities

C. Who decides for whom?
   1. Have an auction - each student with different amounts of money. Pictures of necessities of life to represent articles auctioned. Show that some people get a lot, some a little, and some non. May give money out in proportion to occupation they choose.
   2. "Distribution of Income" (Talbot) filmstrip

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. Different societies resolve the problems of scarcity by government and/or individuals making value judgments.	1. How do governments of different societies resolve the problem of scarcity?
A. Taxation	
B. Subsidizing	
C. Franchising (Public utilities)	
D. Grants and aid	
E. Trust laws	
F. Central planning	
G. Nationalization of Industries	
H. Social Welfare 1. Unemployment compensation 2. Old age survivors insurance 3. Medicare 4. Medicade 5. Worksmen compensation	
I. Federal Reserve System	
J. Coinage and Printing of money	
K. Tax credits	
L. Protection of labor	

Learning Activities

A. Fill out income tax form using same income and problem. Find percentage of income that goes for taxes. Then on chalk board show how the government uses taxes.

B. Field trip - 1. Social Security
2. Welfar Office
3. Unemployment Office
4. Internal Revenue Service
5. Veterans Administration

C. Guest speakers from above offices and/or local tax assessor and county treasurer

D. Bulletin board on various ways government resolves problem of scarcity.
1. Grant
2. Trust laws
3. Taxation
4. Federal Reserve System
5. Social Security
6. Medicare
7. Central Planning
8. Nationalization of Industries

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. Price rise and fall in proportion to supply and demand factors.	1. How does scarcity influence prices?
A. Supply 1. prices increase as supply decreases 2. prices decrease as supply increases B. Demand 1. prices increase as the demand for goods increase 2. prices decrease as the demand for goods decrease	

Learning Activities

A. Filmstrip "Farmers and Prices" N.Y. Times

B. Filmstrip "Inflation and You"

C. "Scarcity" (Queen Anne's filmstrip)

D. Research on rationing during wartime. Have show case of coupons, price lists. Student art items representing articles rationed.

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. Scarcity affects everyone as producers, distributors, and consumers. A. As scarcity increases, demand increases also until substitute is found. As scarcity decreases, demand decreases B. Scarcity is relative to: 1. Income 2. Purchasing power 3. Taxation 4. Interest rates 5. Advertising	1. How does the problem of scarcity affect individuals?

A. Data analysis - Compare base price indexes of butter and eggs (these years)

1. 1929
2. 1942
3. 1953 — figures from writing - Dept. of Commerce
4. 1955
5. 1965
6. 1970

B. Guest speakers
1. Loan Company
2. Bank
3. Construction Company
4. Credit Union

C. Notebook - Cost of living index for whole unit. Weekly recording for two months.

D. Write a short theme on how scarcity has or will affect their lives.

Unit VIII

Instructional Materials

Filmstrips

"Inflation and You" (Talbot)
"The Shrinking Dollar" (Talbot)
"Farmers and Prices" (Talbot)
"U.S.A.: The Budget and Taxes" (Talbot)
"Money and Banking" (Talbot)
"Population and Food" (Queen Anne)
"World Population Patterns" (Queen Anne)
"Scarcity" (Queen Anne)
"How can U.S.A. Fight Poverty" (Queen Anne)
"War on Poverty" (Queen Anne)
"The Great Depression" (Queen Anne) Sound
"Prosperity and Depression" (Queen Anne)
"Producing the World's Food" (Queen Anne)

Movie

"How Banks Serve" (Talbot)

Fenton A-V kit "Comparative Economic Systems"
(Kent)

Unit IX

Economic Distribution

Introduction

Concept	Major Understandings	Key Questions
Distribution (Market)	1. a. Incomes are determined within the market for production services. b. Labor Union's change the characteristics of the market. c. Government can affect the distribution of income.	1. Who shall receive the goods and services and in what proportion?
	2. a. Management is the decision making centers business. b. Business enterprises organize to solve problems.	2. Are goods and services to be used for further production or immediate consumption?
	3. Incentive and government influence the distribution of goods.	3. What factors influence the distribution of goods?
	4. A market is an arrangement for the exchange and redistribution of products.	4. What is a market?
	5. A market is created when businesses exchanging money for land, labor and capital, interact with the consumer exchanging money for goods and services.	5. How is a market created?
	6. Money is relatively scarce when compared to other products, and is widely accepted in exchange for goods and services.	6. What is money?
	7. The use of money facilitates productivly and allows specialization and the speedy exchange of goods and services.	7. How does money facilitate the exchange of goods and services?
	8. Money is the power to purchase, and the power of money allows command of not only resources, but services as well.	8. How does the distribution of money influence the exchange of goods and services?
	9. Economic policy making considers social values, and the President and the Congress are the policy makers.	9. What part does the government play in the distribution of incomes and services?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. (a) Incomes are determined within the market for production services, (b) Labor unions change the characteristics of the market, and (c) Government can affect the distribution of income. A. The markets determine the income for productive services 1. Income comes to workers through market for services 2. The prices of land, labor, and capital are set within the market by employers and workers bargaining. 3. Government is and has been the major investor in research and development.	1. Who shall receive the goods and services and in what proportions?

Learning Activities

A. Reserach - Choose one occupation for each of the major categories of labor (unskilled, semi-skilled, skilled, professional). Through research, find the average income of each. Also, investigate the degree of training necessary to move from one stage to the next. Have four students prepare reports for presentation to the class.

B. Bulletin Board - Examine the paper for recent examples of labor and management negotiations. Prepare a bulletin board, showing the goals of labor and management, and the agreement which resulted from negotiations.

C. Charts - Choose several occupations and research the wages paid in at least four states. Record the information on the chart, and then discuss the factors which cause the differences.

C. Discussion - Class discuss the fundamental economic problem in that wants are unlimited but resources are limited. Are there no persons in the world who do not experience this economic problem? Consider J. Paul Getty, who is the richest man in the world - what do you feel his wants are compared to yours?

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. a. Management is the decision making center of business. b. Business enterprises organize to solve problems.	1. Are goods and services to be used for further production or immediate consumption?
A. The decision made by management as to using goods and services for either further production or to be consumed is generally dependent on two things, consumer spending at the time, and the chance of greater profits through increased research.	

Learning Activities

A. Essay - Have the class write short essays explaining why the profit motive is a major force in the American economy, and how this is a major consideration in determining the use of goods and services.

B. Debate - Select a group of students to debate, if they, as directors of a company, should continue to produce a product of long standing, that is returning only a very marginal profit, or should they abandon production and turn their resources in the direction of research with the hope of turning up a more generally accepted product, and consequently a higher rate of profit.

C. Resource Person - Have a school official discuss the reasoning that went into making the decision to stop placing additions on local high schools and buil a consolidated high school.

Lessor 3

Major Understandings and Supporting Content	Key Questions
1. Incentive and government influence the distribution of goods.	1. What factors influence the distribution of goods?
A. Incentive principle - income is determined by and as a reward for effectiveness, enterprise, and effort. Goods and services are judged not only in terms of amount, but also on the value society places upon the goods.	
B B. Government does modify the distribution of goods and income.	
1. Government does not follow in the footstep of business in the sense that it does not follow too closely the inc incentive principle of distribution.	
2. Inequalities have been reduced, and needs are attempted to be met mainly through taxation and government expenditures. a. Inheritance taxes b. Education c. Graduated income tax d. Slum Clearance, low cost housing e. Poverty Programs	

Learning Activities

A. Bulletin Board - Prepare a bulletin board display of advertisements that students feel are particularly effective. Discuss why they feel they were so effective. Point out those advertisements students feel promote "keeping up with the Joneses".

B. Cartoons - Have several students draw cartoons illustrating the factors they consider to be the important ones influencing the distribution of goods.

C. Report-- Have students prepare short reports, in which they discuss possible solutions to the problems of extreme income, inequalities and the affect on the distribution of goods.

D. Bulletin Board - Prepare a bulletin board illustrating ways in which education would influence the distribution of goods.

E. Resource Person - Have a member of the Social Services speak to the class concerning the welfare programs and their potential affect on the distribution of goods. (Unemployment Compensation, poverty programs, low cost housing, and education)

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. A market is an arrangement for the exchange and redistribution of products.	1. What is a market?
A. The market system requires the use of money. Without money, the market is limited to a man to man barter system.	
B. Democracy and the market system are interrelated, because as people acquired liberties, and basic rights, and received payments for their labors, their opportunities to engage in the market system increased.	
C. The concept of private property is most important to the development of the market system, but private ownership is not enough, there must also be private control.	

Learning Activities

A. Bulletin Board - Prepare a bulletin board of advertisements of goods and services by each of the following: (1) a monopoly, (2) monopololize com petition, and (3) oligopoly. Discuss the differences in advertising which are the result of each of these market situations.

B. Reports - Have several students research and report to the class on the effect that money has on the market. (Yak islanders)

C. Research - Have the class do short reports on markets in a Democratic state and a Totalitarian state, showing how political systems affect the market.

D. Debate - Arrange a debate concerning government control of business and consequently the markets. "If we accept government control of some area of the economy, why shouldn't we accept government ownership of all forms of business?"

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. A market is created when businesses exchange money for land, labor and capital interact with the consumer exchanging money for goods and services. A. The market system is created by and is dependent upon the self-interest of business and consumers, each trying to solve basic economic problems. B. They are trying to determine: 1. What to produce? 2. What will be the methods of production? 3. How will income be distributed?	1. How is a market created?

Learning Activities

A. Role playing - Choose a group of students who will become a board of directors for your corporation, and select a product to be manufactured. Call a meeting of the board to discuss what action might be necessary to create a demand for your product. The class itself would be expected to question the boards actions.

B. Resource Person - Have a local merchant speak to the class on "How a market is created."

C. Bulletin Board - Prepare a bulletin board of advertisements from newspapers and magazines that students consider effective. Discuss why they feel advertising creates a market?

D. Reports - Assign reports to several students on the accomplishments of major American industrialists and their contributions to the economy.

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. Money is relatively scarce when compared to other products and is widely accepted in exchange for goods and services.	1. What is money?
A. Money may be described in terms of its functions: 1. A medium of exchange 2. A means of measuring value 3. A unit of account 4. A store of value	

Learning Activities

A. Class Discussion - Discuss the barter system with the class, giving the example of the farmer who wanted a $4000 car which could be 6 cows and 4 pigs, or 500 bushels of apples and 6 tons of barley, etc. Also point out the fact that barter is a coincidence of wants: the farmer must find a car dealer who wants those products.

B. Research - Have several members of the class do research for a report on items used for money in various parts of the world. Discuss their reports with the class in terms of money as a measure of value and a medium of exchange.

C. Bulletin Board - Prepare a bulletin board illustrating the various types of money that have been used in the U.S. in the past.

D. Cartoons - Have the class try to imagine that they will not be allowed to use any money for 30 days. Then have them draw cartoons to illustrate some of the problems they might encounter.

Lesson 7

Major Understandings and Supporting Content	Key Questions
1. The use of money facilitates productivity and allows specialization and the speedy exchange of goods and services. A. Sources of money for financing economic growth 1. Firms and individuals create savings by a. Depositing money in banks b. Paying taxes c. Pension funds d. Buying stocks and bonds e. Selling on credit f. Paying insurance premiums B. Means of promoting economic growth 1. Businesses obtain these savings by a. Borrowing from banks b. Government loans c. Floating stocks and bonds d. Use of credit. C. Businesses use these savings to further production and create savings once again, thereby completing the circle.	1. How does money facilitate the exchange of goods and services?

Learning Activities

A. Research - Have a number of students report on the various forms of money to be found in the world today, and how the use of each facilitates the exchange of goods and services in that community.

Lesson 8

Major Understandings and Supporting Content	Key Questions
1. Money is the power to purchase and the power of money allows the command of resources and services.	1. How does the distribution of money influence the exchange of goods and services?
A. Income is the determining factor in standard of living	
1. Income is measured in the terms of living units, i.e. families and individuals	
2. Characteristics of the unit must be considered, number, urban or rural and needs.	
B. The family is a consumer	
1. Spending patterns vary according to income level	
2. Consumer buying is often haphazard	
3. Consumers often buy on credit	
4. Advertising has an influence on consumer buying	
C. The consumer is an investor	
1. Buying a house	
2. Stocks	
3. Insurance	
4. Social Security	

Learning Activities

A. **Reports** - Have students prepare reports on what they consider to be possible solutions to the extreme income inequalities in a free market economy. Discuss

B. **Editorials** - Have students prepare an editorial in which they support (a measure of their own) an idea they feel will help to decrease social inequality which arises out of income inequality.

C. **Bulletin Board** - From the collection of reports and editorals prepare a bulletin board to illustrate the ways in which the economy as a whole would benefit if economic insecurity was done away with.

D. **Resource Person** - Have a member of the Social Services speak to the class on the welfare program in the county.

E. **Chart** - Prepare a chart showing the affect of the distribution of money on the supply and demand of snow shoveling and grass mowing in different neighborhoods.

Lesson 9

Major Understandings and Supporting Content	Key Questions
1. Economic policy making considers social values, and the president and the congress are the policy makers.	1. What part does the government play in the distribution of incomes and services?
A. Government has played an increasingly larger role, not only because of conscious policy, but because of voter pressure. The budget however is the key-instrument in economic policy making by the federal government.	
B. Constitutional Background 1. Power of Eminent Domain 2. Power to tax 3. A flexible approach to economic policies 4. Regulation of businesses concerned with a public interest	
C. Political Forces 1. Clash of Jeffersonian and Hamiltonian Principles a. The overall trend toward Jeffersonian principle	
D. Economic Forces 1. The change from a local to a national economy 2. The change from an individual farming society to an industrial one 3. The importance of Business cycles 4. World economic conditions	
E. Goals of public economic policies 1. Regulating money and credit 2. Influencing the economy through government spending	

Learning Activities

A. Class Discussion - The town or county needs to find a new source of revenue and your class has been appointed to come up with a list of recommendations. Have the class then determine what affect this will have on local distribution of goods and services.

B. Bulletin Board - Prepare a bulletin board to show the effects of government spending on the distribution of goods and services. (economy)

C. Debate - Debate the following: "Resolved, Increasing our public debt is simply a way of forcing our grandchildren to pay our debts."

D. Panel - Form a panel to discuss the affect of government on an economy that is operating at less than full capacity.

Unit IX

Instructional Materials

Filmstrips

"Public Education in U.S."
"Savings: What They Are and What They Do" (Kent)
"Profit: Reward for Risks" (Kent and Talbot)
"The Work Prices Do" (Kent)
"Money and Banking" (Queen Anne)
"New Ways to Use Money" (Queen Anne)
"Prosperity and Depression" (Queen Anne and Talbot)
"Wages and Hours" (Talbot)
"Man's Commerce" (Queen Anne)
"Fenton A-V kit Comparations" (Queen Anne)
"Foods, Markets and Storage in Soviet Union"
"Economic Life In Soviet Union"
"The New Deal Era"

Unit X

Economic Resources

Introduction

Concept	Major Understandings	Key Questions
Resources	1. Resources are materials used to produce goods and services. 2. There are different kinds of resources: natural, human, and capital. 3. Resources are useful only if one has the knowledge to use them and there are materials available. 4. The available supply and demand of the consumer influences the value of resources. 5. The greater the complexity of a society the greater the resources demanded. 6. There are natural, human, and capital factors which contribute to the waste of resources. 7. The government being the largest consumer and the protector of the general welfare has a direct effect on the use of resources.	1. What is a resource? 2. How are natural, human, and capital resources interrelated? 3. What influences the value of resources? 4. How does the level of society influence the use of resources? 5. What factors contribute to the waste of resources? 6. How does government influence the use of resources?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Resources are materials used to produce goods and services. A. Definition - resource are materials used to produce goods and services B. Kinds of resources 1. Natural - materials supplied by nature 2. Human - work done by individuals to produce goods and services 3. Capital - buildings, machines, materials and money needed to produce goods and services.	1. What is a resource?

Learning Activities

A. Have each student bring in all kinds of objects or pictures of things that they think are resources. Eliminate non-resources and have them catalog their resources as to kind.

B. Make bulletin board showing three kinds of resources (At least ten examples of each kind).

C. Have students make a list of their personal assets for getting a job. List all your resources. e.g.
   1. Level of education
   2. Age
   3. Personality
   4. Hobbies
   5. Talents
   6. Savings account
   7. Warerobe
   8. Health
   9. Personal appearance
   10. Natural interests or inclinations (what they would like to do)

   Catalog these as natural, capital and human

D. Give "Kuder Preference Test" or "Minnesota Multi-Phasic Personality" Inventory

D. Guest from employment agency interview students and place them.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. There are different kinds of resources: natural, human and capital. A. Capital resources are developed from natural and human resources B. Natural and capital resources are useless without human resources to develop and use them C. Capital resources are necessary to develop further natural and human resources D. All three resources are necessary for economic growth and development	1. How are natural, human, and capital resources interrelated?

Learning Activities

A. Fenton A-V kit Comparative Economic Systems Record - Class Handout 3
Resources in the Arctic - Record Side 1 Band 1
Survival
Study of natural and human resources interrelated in a play about an airplane crash in Arctic

B. Groups work on problem - You are an economic planner oil refinement plant in Alaska - 2000 Eskimos in area - most are fishermen, one public elementary school (50 pupils, 1 teacher) Health clinic - 2 nurses - Most use traditional herb methods

Firm's Assignment - In 25 years develop a successful industrial community run by local talent.

Your Assignment - (1) List work skills needed to change from traditional fishing to industrial community
(2) Outline how government can best develop educated, willing, adequate and healthy manpower.

C. Panel discussion on what is most valuable kind of resource - natural, human or capital

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. Resources are used only if one has the knowledge to use them, and there are materials available.	1. What influences the value of resources?
2. The available supply and demand of the consumer influences the value of resources. A. Natural 1. Supply of the particular resource 2. Consumer demand for the particular resource 3. Rate of production of the particular resource 4. Rate of depletion versus rate of restoration 5. Cost of production and refinement 6. New discoveries B. Human 1. Numbers 2. Education 3. Health 4. Motivation C. Capital 1. Stability of monetary system a. Inflation b. Deflation 2. Value of monetary base 3. Government's regulation of capital resources 4. Sources of mineral markets 5. Standard of living (Real income) 6. Rate and degree of investment 7. GNP 8. Taxation 9. National Income - gross income received from sale of all goods and services.	

Learning Activities

A. Role playing - You are given opportunity to join Robinson Crusoe for a day. You both try to decide what your resources are:

1. Fruit
2. Wild bores
3. Trees and grass
4. Compass
5. Sextant
6. Telescope
7. Matches
8. $50.00
9. Gun
10. Reading materials
11. Driftwood
12. Ax
13. Capentry tools
14. Watch

B. Make a study of zoning legislation in local area (town or county). Get maps from local courthouse. Fit a color scheme on maps to zones.

1. green for agriculture
2. yellow for commercial
3. red for industrial
4. blue for residential

Visit local realitors or panel discussion by local realitors on prices of photographs of areas according to local use. Then make profile of land use and price. Use profiles with maps for bulletin board. This bulletin board can be used throughout "Resource Unit".

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. The greater the complexity of a society, the greater the resource demand.	**1. How does the level of society influence the use of resources?**
A. Levels of society 1. Food gathering 2. Pastoral 3. Agricultural 4. Industrial	
B. Scarity increases as society becomes larger and more complex	
1. supply and demand	

Learning Activities

A. Collect pictures of
   1. Australian Aborigonies (hunting and food gathering)
   2. Eskimos (food gathering, hunting and fishing)
   3. Nomades Arabs (Nomades)
   4. Chinese rice farmers (Subsictive farming)
   5. Mid Western farm U.S.A. (Commercial, mechanized)
   6. New England Textile Mills - industrial
   7. New York City business district
   8. Baltimore City Port

B. What resources can you find being used in these places?

C. Research and trace the uses of wood from the Cave Man to today. Group work.

D. What resources made Japan a prosperous nation? Compare this with a country that has a lot of resources like India but is not very prosperous.

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. There are natural, human, capital factors which contribute to the waste of resources.	1. What factors contribute to the waste of resources?
A. Natural Waste Resources 1. Pollution - the practice of wasting and/or destroying land, air, water and the natural environmental setting (scenery) a. Industrial b. Human c. Animal (locust) 2. Weather 3. Erosion 4. Time 5. Physical barriers - prevent rise	
B. Political Waste of Natural Resources 1. Territorial boundaries 2. National goals and self interests	
C. Human Waste of Natural Resources 1. Customs or beliefs 2. Standard of living 3. Carelessness 4. Rack of knowledge 5. Profit motive (self interest) 6. Overproduction and inadequate consumption	

Lesson 5 (Continued)

Major Understandings and Supporting Content	Key Questions
D. Waste of Human Resources 1. Natural waste a. Time and age b. Health (1) mental (2) physical c. Geographical barriers 2. Political Waste a. Government Labor relations b. National goals and self interest c. Unemployment d. Political sectionalism (King cotton) 3. Human Waste of human resources a. Discrimination b. Education c. Poverty d. Unemployment e. Stratified society f. Technological training E. Waste of Capital Resources 1. Human Waste of Capital Resources a. Failure to modernize b. Over expansion and investment c. Urban development 2. Political Waste of Capital Resources a. Patronage - economic discrimination b. Over expenditures c. Short range planning - no foresight of future needs and interests	

Learning Activities

A. Montage - Make a montage bulletin board of different forms of pollution
  1. Air
  2. Land
  3. Water

B. Field trip to survey local types and services of pollution in your local area.

C. Editorials and letters to editor (local and school newspapers)
On the types and sources of local pollution and your recommendation for improving. Draft a bill to present to your legislature (town, county, state) dealing with pollution and conservation

D. Clean Up and Beautifucation Campaign - Clean up local litter and pollution in your area, advertise and elicit public assistance. (Posters, cartoons)

Lesson 6

Major Understandings and Supporting Content	Key Questions
1. The government, being the largest consumer and the protector of the general welfare, has a direct effect on the use of resources.	1. How does the government influence the use of resources?
A. As a consumer 1. Largest consumer 2. Regulates credit 3. Regulates capital investment 4. Regulates incomes via taxation 5. Owns more natural resources 6. Subsidies farms and industries 7. Legislates against ownership of some resources (e.g. gold) 8. Legislates types of business organizations that can exists 9. Advertises via nationalistic proganda to influence consumption of resource and conservation of resources 10. Balance of trade and payments via economic agreements and alliances	
B. As a producer (See # V) 1. T.V.A. (Electric power) 2. Services (old age, medicare, insurance, etc.) 3. Currency and credit 4. Military needs 5. Research projects (N.I.H.)	

Learning Activities

A. Group Work - Research various periods to see what emphasis government placed on development of and conservation of natural, human and capital resources. Have each group work with a different period.

1. Colonial America - 1776 - 1820
2. Westward Movement and Expansion - 1830 - 1870
3. Golden Age of Industry - 1890 - 1920
4. Modern America - 1940 - 1970

B. Field Trip - Wild life refuges, national forest or park, soil bank areas, recreational parks, Federal Reserve Bank.

C. Guest Speakers - Forest ranger, agricultural and/or home demonstration expert, park ranger, wild life refuge worker, banker, warden - each would speak on government influence on a particular resource appropriate to his field.

D. Group Work - Divide into groups. Each group makes a chart of goods and services the government purchased and consumed for defense, road and building construction, for communication, farm policy (soil banks), and for daily administration office work. Have each group reach and report a conclusion the governments consumption has on American resources.

Unit X

Instructional Materials

Filmstrips

"Natural Resources: Key to American Strength"
(Talbot County)
"People: Our Most Valuable Resource"
(Talbot County)
"Resources: Use, Misuse, Recovery and Discovery"
"Forest Conservation Today"
"Urban Conservation Today"
"What is Conservation?"
"Wildlife Conservation Today"
"Using Our Forest Wisely"
"Getting and Using Money"
"Savings: What They Are and What They Do"
(Kent and Queen Anne's County) Esso
"What is a Corporation" Esso
(Queen Anne's and Kent County)
"Air Pollution"
"How Man Conserves The Soil" - 2 part
"How Man Uses The Soil
"Education Boom"
"Schools and Pioneer Activities In The Soviet Union"

Records

"Mineral Conservation Today" (Queen Anne's County)
"Soil Conservation Today"
"Water Conservation Today"
"Land Conservation Today"

Fenton, "Comparative Economic Systems," A-V Kit (Kent County)

Unit XI

Economic Interdependence

Introduction

Concept	Major Understandings	Key Questions
Interdependence	1. Interdependence is a dependent relationship between producer and consumer.	1. What is interdependence?
	2. Interdependence among people in a society is caused by specialization of labor and specialization of industry.	2. What causes interdependence among people in a society?
	3. Interdependence among nations is caused by supply and demand of a given resource.	3. What causes interdependence among nations?
	4. Specialization promotes interdependence by labor allocation.	4. How does specialization influence interdependence?
	5. Highly developed industrialized nations may exploit or help undeveloped nations.	5. What relationship does a complex industrialized nation have with an underdeveloped nation?

Lesson 1

Major Understandings and Supporting Content	Key Questions
1. Interdependence is a depend relationship between producer and consumer.	1. What is interdependence?
A. Definition - is the dependent relationship between producer and consumer.	
B. Kinds of government interdependence 1. International 2. Federal (National and state) 3. National and local 4. State and local 5. National and individual 6. State and individual 7. Local and individual	
C. Other kinds of interdependence 1. Man and machine 2. Employer and employee 3. Individual and individual (family) 4. Parasitic interest groups e.g. economic classes cartels	

Learning Activities

A. Picture chart of steps needs to:
   1. Make a car (model automobiles kits)
   2. Make a dress
   3. House (plan)
   4. Decorating house

   Shows product interdependence, labor occupation interdependence

B. Collect road maps from service stations within radius 100 of local area - identify state and county road maintenance divisions and cooperations. Also while at gas station get break-down of gasoline excise taxes. Shows interdependence of individual and road maintenance.

C. Identify one product or one crop countries that is basis of that country's economy. Such as:
   1. Brazil - coffee
   2. Saudi Arabia - oil
   3. Venezuela - oil
   4. Cuba - sugar

   Show how these must have exchange of goods to survive in a specialized world.

Lesson 2

Major Understandings and Supporting Content	Key Questions
1. Interdependence among people in a society is caused by specialization of labor and specialization of industry. A. Specialization of industry B. Specialization of labor C. Transportation improvements D. Communication improvements E. Education F. Allocation of resources G. Profit motive	1. What causes interdependency among people in a society?

Learning Activities

A. Role Playing - Assign each individual a role.
   1. A tailor
   2. A cobbler
   3. A baker
   4. A fisherman
   5. A hunterman
   6. A cook
   7. A dietician
   8. A carpenter
   9. A architect
   10. An entertainer
   11. A doctor
   12. A lawyer
   13. A banker
   14. An educator
   15. A policeman
   16. A fireman

   List their duties and the services they would perform and materials they would use, the tools, the employees they have in each of these societies.
   1. Indian village
   2. Colonial America
   3. Modern America
   4. Space Age

B. Bulletin board on interdependent agencies and services provided by U.N.

Lesson 3

Major Understandings and Supporting Content	Key Questions
1. Interdependence among nations is caused by supply and demand of a given resource. A. Specialization of industry B. Specialization of labor C. Transportation improvements D. Communication improvements E. Education F. Common interests 1. Heritage 2. Language 3. Religion 4. Customs 5. Political goals G. Allocation of resources H. Profit motive I. Political goals (treaties) J. Limitation of Markets K. Desire for survival	1. What causes interdependence among nations?

Learning Activities

A. Role Playing - Story writing using research material in groups - Compose different stories on (1) Life on Medival Manor (self-sufficiency) 1300, (2) Life in New England town 1750, (3) Life in frontier America 1850, (4) Life in gold mining camp 1850, (5) Life in American life 1920, and (6) Life in Baltimore 1970.

Objective - Show students differences between self-sufficiency and interdependence. Also the growth of interdependence as society becomes more complex.

Lesson 4

Major Understandings and Supporting Content	Key Questions
1. Specialization promotes interdependence by labor allocation. A. Specialization encourages diversification of production, discourages self sufficiency B. Specialization increases supply which leade to demand for more markets. C. Specialization leads to an efficient use of natural resources which are diversely allocated. D. Specialization make worker or industry dependent on another to complete a finished product.	1. How does specialization influence interdependence?

Learning Activities

A. Hand out sheet with following examples
processes involved in making tin can - or any industry
1. Body maker - cut square sheets of metal to form body of can, wrap square sheets to form cylinders
2. Double seamer - puts solder seams and lids on cylinders
3. Sealers - Put cans into boxes
4. Fork lift operator - takes finished packaged to warehouse
5. Warehouseman - loads packaged cans on trucks, unloads raw steel for cans
6. Scrap collector - collects scrap steel material and melts it down to form new steel sheets
7. Quality control - inspects quality of finished tin can

Ask students in groups to determine what would happen to the assembly lines if you took out one of the jobs.

B. Group Work - Trace the development of manufactured steel
1. Mining
   a. Iron
   b. Limestone
   c. Coal
2. Refinement stage
   a. Coal to coke
   b. Minerals to iron
3. Transportation
   a. Raw material to refinery
   b. Refinery to distributor
   c. Distributor to consumer

Show the relationship of each step in the process of steel making to each other. This demonstrates specialization of industry.

Lesson 5

Major Understandings and Supporting Content	Key Questions
1. Highly developed industrialized nation's may exploit or help under developed nations.	1. What relationship does a complex industrial nation have with an under developed nation?
A. Under developed nations usually have an abundance of undeveloped natural resources to offer to an industrialized nation.	
B. Industrialized nations usually started life as under developed nations.	
C. Under developed nations may copy and modernize by studying industrialized nations they come into contact with.	
D. Industrialized nations can become more highly industralized by exploitation of under developed nations.	
E. Under developed nations cannot develop their own natural resources or industrialize without the help of industrialized nations.	

Learning Activities

A. Learning Stations - each station represent a different country and its products
   1. India
   2. Nigeria
   3. Rep. of S. Africa
   4. China
   5. U.S.
   6. U.S.S.R.
   7. Great Britain
   8. Japan

B. At each learning station students represent Commerce Department or its equivalent. Have each commerce department make a list of products and amounts they have left to trade to other countries after domestic consumption. After list made up have different commerce department set up a balance of trade (exchange of items) with other commerce departments of the respective learning stations.

C. U.N. Social and Economic Council Observation team - This group present documented report to members of General Assembly (rest of class) about stressing how industrially advantaged nations can increase further development of raw materials of undeveloped countries and give suggestions for new markets in undeveloped nations and the way this can be brought about by the industrialized nations.

Unit XI

Instructional Materials

Filmstrips

"European Common Market and U.S. Trade" (Talbot)
"Understanding International Trade" (Talbot)
"World Trade: A Two Way Street" (Talbot)
"U.S. Foreign Policy" (Queen Anne's)
"Man's Commerce" (Queen Anne's)
"Mechanical and Industrial Progress" (Queen Anne's)
"American Transportation - Horseback to Jet" "Talbot)
"Labor: Men, Jobs, and Automation" (Talbot and Kent)
"Spotlight on Labor" (Talbot and Kent)
"Transportation and Modern Life" (Queen Anne's)
"Automation" (Queen Anne's)
"Transportation and Communication in the Soviet Union" (Queen Anne)
"The States as Laboratories" (Kent)

Book Resources - All Units

1. American Education Publications
    - Liberty Under Law
    - American Revolution
    - Today's Revolution
    - Today's Economics
    - 20th Century Russia
    - Southeast Asia
    - Changing Latin America
    - Rights of the Accused
    - Africa Emerging Nations Below the Sahara
    - Nation of Immigrants
    - Middle East
    - Issues Today

2. Scott Foresman Modular Learning Units
    - Economics
    - Political Science
    - Land, Labor, and Capital, Ashe, Gerald

3. Follett Educational Corporation
    - China: Study Lesson, Ball, Grant

4. Holt, Rinehart and Winston, Inc.
    - Comparative Political Systems
    - Comparative Economic Systems

5. Rand McNally and Company
    - The Economics of American Living, Hickman, Harry
    - Political Systems, Massialas, Byron

6. Webster Division McGraw-Hill Book Company
    - American Capitalism: An Introduction, Leamer, Lawrence
    - Capitalism and Other Economic Systems, Lee, Baldwin
    - Money in Our Economy, Wolfling, Walton
    - Business Enterprise in the American Economy, Thompson, Alvin
    - The U.S.A. in the World Economy, Stisberg, David
    - The World of Economics, Silk, Leonard

7. Ginn and Company
    - The Soviet Union, Petrovich, Michael

8. McGraw-Hill, Inc.
    - Contemporary Issues in American Democracy, Eagleton Institute